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ABSTRACT

The first three years of operation of the Richland County School District Two (South Carolina) exemplary effort in career education are summarized. Categories of activities stressed to implement a K-14 career education program were a planning process, teacher and student participation, community involvement, student placement and follow-up, and continuation of the program beyond federal funding. The third-party evaluation centered on six areas: career awareness and preparation, self-awareness and understanding, economic awareness and understanding, attitudes and appreciations, educational awareness, and decision making. Findings of the final annual evaluation included the following: (1) Students differentiated careers according to socioeconomic factors with a tendency for careers that required postsecondary training; (2) students on free lunch and students from rural areas were identified as having lower self-concepts (in grades 4-6), lower aspiration levels (in grades 6-12), and tended to select away from careers requiring extensive postsecondary education; (3) students developed a good grasp of economic concepts affecting career choice, and of the education-career relationship; and (4) principals and teachers continued to demonstrate strong support for the concept and practice of career education in their schools. (Appendixes include project materials and data analysis.) (TA)

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FINAL REPORT

July 1, 1973 - June 30, 1976

Project No. F4218VW
Grant No. OEG-0-73-5285

AN EXEMPLARY CAREER EDUCATION EFFORT IN SCHOOL DISTRICT TWO OF RICHLAND COUNTY

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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December 31, 1976

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I. SUMMARY OF THE REPORT

This final report summarizes the first three years of operation of Richland County District Two's exemplary effort in career education, funded by Public Law 90-576, Part D. The project began July 1, 1973, and concluded its three years of operation under federal monies on June 30, 1976. The major activities of that period are herein reported.

The overall goal of the effort was to develop and implement a comprehensive career education program that would increase the involvement of students in the on-going educational process and would also prepare them to select and pursue a career. To this end, there were several categories of activities that were stressed, including professional development, a planning process, teacher and student participation, community involvement, student placement and follow-up, and the continuation of the program beyond federal funding. A second but equally important goal was to develop this exemplary program in such a way that it could serve as a career education process model.

To accomplish these goals, a staff of five professionals and three assistants was employed. This group functioned to organize and oversee the project, to disseminate information about it, to assist teachers in planning career education activities, to facilitate the implementation of these plans, to establish and operate a placement service, to implement a follow-up system, to assess and meet the needs for additional, related programs, and to coordinate with and contribute to the district's overall educational effort. The specific objectives of the program are shown below:

1. To ensure that all teachers, principals, librarians, guidance counselors, and administrative staff have a thorough understanding of the career education philosophy.

2. To develop a process for emphasizing:
   a. Career Awareness and Preparation
   b. Self Awareness and Understanding
   c. Economic Awareness and Understanding
   d. Attitudes and Appreciations
   e. Educational Awareness
   f. Decision Making

3. To involve all teachers and students in the infusion of career education into the on-going K-12 curriculum.

4. To provide for community involvement in the career education effort.

5. To provide placement for any student in areas of volunteer work, exploratory experience, part-time and full-time employment.

6. To plan for the continuation of the career education process beyond federal funding.

After a brief period of initial organization, the staff conducted workshops for district administrators to involve them in defining career education and planning for its implementation. Summer orientation sessions were held for all teachers K-12. In addition to these formal sessions, staff members worked throughout the three years with all teachers on a regularly scheduled basis to clarify the career education concepts and to assist them in developing plans to infuse these concepts into their curriculum.

As a part of the overall effort, teachers utilized the community as a learning resource. To further this goal, participants in two summer workshops compiled over six hundred businesses, industries, and agencies who were willing to provide field trips, speakers, or materials to enhance classroom instruction. Another aspect of community involvement was the Community Advisory Committee and the Post-Secondary Education Committee whose functions are more fully explained later in the report.

A Placement Office, established by the career education effort at the high school, offered students and former graduates assistance in securing part-time and full-time employment as well as exploration experiences and volunteer service opportunities. This office also designed and coordinated a comprehensive follow-up survey of 1973, 1974, and 1975 graduates.

Dissemination activities were emphasized to explain the program to the community as well as to encourage teacher participation. Such activities were also utilized to demonstrate this district's career education effort to other school districts in South Carolina and in other states.

A final area of activity for the career education staff was coordination with other educational programs

within the district. A constant effort was made to have the career education program enhance other programs and to encourage other programs to incorporate appropriate career education concepts. These efforts included work with special education, child development, and gifted and talented programs.

In general, the staff, the district administration, and the various school faculties feel that the career education effort made extraordinary progress toward accomplishing the major goals previously identified. As the first three years drew to a close, administrators, teachers, librarians, and counselors felt they had gained a basic understanding of the career education philosophy, its areas of emphasis, and the process for incorporating these into the curriculum. The vast majority of the teachers and students in grades K-12 were involved in career education activities, and a firm foundation was laid for involving them in the years to come.

The formal evaluation of the career education program, directed by IBEX, Inc., was designed by the evaluators, the project staff, and the district administrators to provide needed information about the program to those making decisions concerning its organization and operation. Evaluation data and interpretation were provided in the areas of student outcomes, district staff perceptions, instructional strategies, community involvement, costs, and student characteristics.

It can be concluded that at the end of three years of operation the program was most successful in that it laid a groundwork for the continued growth of career education throughout the district. The most successful elements were: 1) the development and utilization of the career education staff; 2) the orientation of administrators and teachers; 3) administrative involvement in and responsibility for the career education effort; 4) planning and implementation by teachers in grades K-12 to infuse career education concepts into the existing curriculum; 5) the development of a high school approach to career education by a Task Force; 6) the establishment of a Placement Office; 7) the implementation of a highly successful follow-up system; 8) the involvement of the community; 9) the utilization of a large amount of local fiscal support; 10) wide dissemination of project information; 11) a third-party evaluation tailored to this effort and responsive to its needs for information; and 12) the coordination of the career education effort with other district programs.

II. STATEMENT OF THE PROBLEM

The need for career education is being clearly demonstrated throughout the United States as students, parents, and communities in general seek answers to their many problems. As it has been stated so many times in the past, the roots of the problems lie not with our educational system per se, but with a society that is straining to keep up with increased technological change. "Much of the force for educational change came as a response to changing social conditions, the need for manpower to fuel the industrial giant of the United States, the economic experience of a trained labor force, the stimulation of the labor movement and different professional groups."[2] In most cases, this change process was internally motivated by the individuals who recognized a problem area, thought up a solution, and implemented a program that dealt with symptoms rather than causes.

"There can be little doubt that one of the major thrusts creating career education is the striking need for relevance based on the reality of the present labor market. But career education is more than just economically motivated. It recognizes the potent implications of earning a livelihood in this country as a measure of the total human development as a human being."[6] As Ken Hoyt so aptly states: "The total effort of public education and the community is to help all individuals become familiar with the values of a work oriented society, to integrate those values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual."[3] Although career education has attracted much attention during the last two years, most school districts are unable to translate this new emphasis into a viable program for students. Some districts have chosen to adapt several recognized concepts and infuse them into the on-going curriculum while others have been content just to rename their skill training programs. Regardless of the approach that is taken, there are several major tenets that can serve to enhance the educational process. In most instances these tenets center around involvement and relevancy. In other words, discovering a way of making the student's educational experience meaningful to him.

In essence, the concepts of career education attempt "to reform and refocus education so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans - whether these plans be to find a job immediately, to go to college or graduate

school or some other form of advanced training, or to enter the world of work for a time and then return to education, and in any case to enable the student to go forward secure in the knowledge that he or she is prepared to deal with the world on its own terms."[5]

In a study by Coleman in 1966 parents indicated that they were "highly interested in their children's educational success."[1] Success, however, appeared to be measured in terms of the number of years of education completed, diplomas and degrees received, rather than in meaningful preparation for a proposed career. The study also indicated that these aspirations were shared by parents from all socio-economic levels. A survey of the present practices and programs of educational institutions throughout the country would indicate that the schools themselves continually reinforce this emphasis.

Evidence is also available to suggest that many persons view education as irrelevant to later life. Stinchcombe found that students not taking college preparatory work tend to believe that regardless of their efforts and achievements, they would only be able to command the low status, low paying jobs after graduation. Unfortunately, alternatives to the college preparatory curriculum generally are restricted to "general" and vocational courses.[2] Vorenburg, in a study on juvenile delinquency and crime, found that these courses were little more than "watered down" general education for a working class living, thereby providing no real preparation for the world outside the classroom.[7]

Until recently, occupational guidance and placement services have been almost completely non-existent. The national emphasis on career education, however, has served to emphasize the importance of this type of service, and a limited number of school districts have indicated plans to implement these activities in the near future. Arrangements for job placement through schools, for the most part, are solely dependent upon teacher's and/or other acquaintances who have little time or preparation for advising students concerning career alternatives. The result is often that entry into the labor market is random with little regard for personal strengths, weaknesses, interests, and abilities.

In an effort to deal with many of these same problems that were prevalent in District Two, the Board of Trustees in November of 1972, adopted a resolution which endorsed: 1) the use of the career education concept as a model around which the curricular activities of the school district should be devised; 2) the infusion of the career

education concept into every classroom activity, guidance function, and other school activity involving student experiences; and 3) the consolidation of available sources of funding from the federal, state, and local levels to accomplish the task of establishing a comprehensive K-12 career education program in School District Two (appendix B). Prior to the adoption of the Board's resolution, all of the district's teachers, principals, and central administrators participated in a series of pre-service workshops that focused on various aspects of a comprehensive career education program. The nearly four-hundred and fifty participants heard the following presentations.

"Accountability in the Curriculum"
Dr. Leon Lessinger, Former Associate Commissioner for Elementary and Secondary Education and new Dean of The College of Education, University of South Carolina

"The Need for Career Education"
Dr. Herbert B. Tyler
Assistant Superintendent
School District Two

Film: "Career Education"
Published by Olympus

"Career Education in Region V"
Mr. Dale Holden, Career Education Coordinator
Region V Center, Lancaster, South Carolina

During the school year that followed, many opportunities were developed for teachers and other staff to begin specific planning. The diverse capabilities of the directors of Elementary Education, Secondary Education, Special Services, and Federal Programs were combined under the leadership of the Director of Instruction to study the specific needs of the district. Teachers were able to enroll in a graduate credit course that was designed to explore and pilot alternative approaches to career education. The Curriculum Council served as a sounding board as well as a connecting link between the instructional staff and the teaching force.

One of the immediate concerns of various planning groups in the district was how to best serve the entire student population, which numbered over 10,000 and was spread among six elementary schools, a middle school, a junior high school, a combination middle and junior high school, and a senior high school (appendix I).

Although the district includes nearby rural areas, it is generally thought of as a suburban school district on the outskirts of the city of Columbia. Sixty percent of the student body comes from homes where the family income is well above average for the area, while approximately twenty percent of the students represent homes which are classified as disadvantaged. The remaining student population is composed of middle income families and, to a certain extent, transient military families from nearby Fort Jackson and other surrounding installations. Sixteen percent of the district's students represent minority races.

While middle and upper income level children are generally aware that a need exists for post secondary training, there is little understanding of the many avenues open to them. The importance of personal characteristics, interests, and abilities, as they apply to future education and training, is rarely stressed. Often both parents are working and have neither the time nor expertise to orient the child to various career possibilities. The military family may, in addition, be characterized by an absent father, further complicating any information/exploration emphasis which could take place within the family. Regardless of the family's income level, the lack of these experiences in the home dictates that the schools move in the direction of meeting these needs for all students.

It was with this in mind that School District Two sought additional funding under Public Law 90-576, Part D, Section 142(c). The use of both local and federal monies would insure that a comprehensive program could be implemented that would serve the needs of the entire district.

III. GOALS AND OBJECTIVES

Early in 1973, the central administration, in conjunction with the Leadership Development Center of the State Department of Education, developed the following district-wide mission statement and continuing objectives:

Mission Statement

The mission of Richland County School District #2 is to develop in each student the necessary skills to function constructively in a changing society.

Continuing Objectives

To ensure that:

1. Each student will have an accurate and positive self concept.

2. Each student will possess computational skills at a level commensurate with his ability.

3. Each student will possess communication skills at a level commensurate with his ability.

4. Each exiting student will have a useable skill.

5. Each student who aspires to further educational pursuits will be academically prepared to do so.

6. Each student will have an awareness of and will be prepared to participate in the democratic process.

7. Each student will be able to make a tentative career choice.

8. Each student will be prepared to make constructive use of leisure time.

9. Each student will have an awareness of personal and environmental health and safety factors.

10. Each student will develop a functional knowledge of the scientific mode of inquiry and develop knowledge and skills associated with scientific principles.

11. Each student will develop knowledge and skills associated with aesthetic factors.

These objectives provide the basis for planning, implementing, and evaluating the district's educational program.

In pursuing the federal funds for an exemplary career education effort, the district administrators envisioned a program that would contribute directly to objectives four and seven and indirectly to all other objectives.

After additional funding was secured and a career education staff employed, broad goals and objectives were developed for the career education program itself. As

detailed in the original proposal, the district's effort used as a guideline the State Department's minimum criteria and guideline objectives for a comprehensive career education program. These general guides were then modified to fit the district's situation. During the summer of 1973, the career education staff worked with central administrators and principals to define the district's career education program. As a result of this effort, the following goals and objectives were developed:

Goals

To develop and implement a comprehensive career education program in Richland District Two that will:

1. involve the students in the on-going educational process and prepare them to select and pursue a career;

2. serve as a career education process model.

Objectives

1. To insure that all teachers, principals, librarians, guidance counselors, and administrative staff have a thorough understanding of the career education philosophy.

2. To develop a process for emphasizing:
   A. Career Awareness and Preparation
   B. Self Awareness and Understanding
   C. Economic Awareness and Understanding
   D. Attitudes and Appreciation
   E. Educational Awareness
   F. Decision Making

3. To involve all teachers and students in the infusion of career education into the on-going K-12 curriculum.

4. To provide for community involvement in the career education effort.

5. To provide placement for any student in the area of volunteer work, exploratory experience, part-time and full-time employment.

6. To plan for the continuation of the career education process beyond federal funding.

These provide the broad framework within which the career education staff plans, implements, and evaluates its program. The areas of emphasis (Objective 2) were further defined by administrators and staff as shown in appendix E. In addition, the first-year strategies for accomplishing these goals and objectives were outlined on a modified PERT chart which was revised and updated for each year of the program. These charts, in essence, were a series of staff process objectives which carried with them the designated staff person responsible and the expected date of completion.

IV. DESCRIPTION OF DESIGN AND PROCEDURES

A. Procedures

-First Year 1973-1974-

More than three years ago, School District Two of Richland County began to explore the concept of career education. One of the first steps taken by the central instructional staff was the identification of factors paramount to the implementation of such a program. In addition, teachers were exposed to the general philosophy through several district in-services and a graduate credit course in career education offered through the University of South Carolina. A resolution was passed by the District Board of Trustees in November of 1972 that endorsed career education and encouraged the administration to establish the concept throughout the district's educational program (appendix B).

Early in 1973, the central administration, in conjunction with the Leadership Development Center of the State Department of Education, developed a mission statement and major objectives for the district's educational program (section III). Many of these objectives were closely tied to the district's career education philosophy, expecially those that dealt with providing students with useable skills and with preparing them to make a tentative career choice.

In order to facilitate its commitment to career education, the district submitted a proposal for funding under Section 142(c), Part D of Public Law 90-576. The proposal and the subsequent funding were approved in late May for the program which officially began on July 1, 1973.

The basic intent and the overall design of the program are explained in the revised project abstract which was developed for the U.S. Office of Education (appendix C). As indicated in the abstract, the career education program was planned and implemented as an integral part of the district's total instructional program. Thus, the responsibility for the success of the program rested not only with the career education staff, but also with the entire district organization.

One of the earliest steps taken to implement the project was to employ the necessary staff. This was accomplished before July 1, 1973, with the employment of a project director, an associate director, a junior high coordinator, a senior high coordinator, and a placement coordinator. As described in section IV.D., each of the five staff members had a major area of responsibility although to insure consistency and efficiency, all general programmatic decisions were made by the group as a whole.

Even though the program did not officially begin until July 1, 1973, the staff met several times during the month of June to discuss various implementation strategies. In late June the staff held in-service sessions for the district principals and the central office administration. At the June in-service, a presentation was made by a representative from the Institute for the Development of Educational Auditing (IDEA). This firm, which later became IBEX, Inc., was selected by the district to perform the third-party evaluation of the career education program. In addition to this introduction to the evaluation process, two design conferences were held in an effort to tailor the evaluation to the needs of the district. The results of the information-based evaluation which was pioneered by IBEX, are contained in section VI of this report.

Overall, much effort was placed on the processes and procedures necessary to implement career education in the district. Since the approach utilized placed the responsibility on all teachers to infuse career education into the existing subject matter, a planning process was most essential. The planning guide used for this purpose was developed in conjunction with teachers and principals during the 1973 summer in-service training workshops (appendix D). Although not all teachers utilized the planning guide, each was required to develop a written plan as to how the six areas of emphasis would be incorporated (appendix E). Basically, the teachers started with a subject matter topic, developed a series of concept statements that incorporated some or all of the areas of emphasis, and then detailed the

various activities or resources needed to achieve the desired results. To facilitate coordination between various segments of the instructional staff, the planning guide was printed on a three part no-carbon-required form. This enabled the teacher to keep the original and left a copy for the principal and another copy for the career education staff. A plan could be developed by one teacher, a team of teachers, or an entire teaching unit since the process was not dependent on a particular organizational pattern or teaching style. Plans could also be as involved or as simple as the teacher wished as long as they were written and incorporated appropriate career education concepts, activities, and resources. As one plan neared its completion date, the staff would arrange to meet with the teachers so that the six areas could be incorporated into the planning of their next unit. This approach helped to insure that career education was established as a part of the existing curriculum on a continuous basis.

Because it was necessary for some of the career education staff to plan with teachers in more than one school, a definite work schedule was developed. Although the staff members were generally available when needed in any school, the schedules insured teachers access to assistance on a regular basis. To facilitate responding to teachers' requests for assistance with planning and the procurement of resources, a two-copy response form was printed (appendix F). During the 1973-1974 school year the career education staff functioned in their major area of responsibility with regard to planning with teachers and in selected phases of the project administration. In addition to these activities, the career education staff also met once a week to review the progress of the program and to plan upcoming activities.

Throughout the year, top priority was placed on planning with all teachers in the district. Because the staff was able to work with teachers in this individualized manner, the need for formal in-service training was greatly reduced. Those programs that were offered are discussed more fully in section IV.B. of this report. To further assist teachers, the project staff developed an instructional ideas book and disseminated copies to all teachers in the district. In order to establish a source of career education information for teachers, each school established a professional library of current literature that was periodically updated by the career education staff. As they became available, related articles, speeches, and conference reports were copied and added to these libraries. A central resource center of commercial career education materials was established at the district office. These materials were utilized on a

rotating basis by the teachers to support their classroom and community activities.

In addition to the previously mentioned functions of the career education program, a placement office was established at the high school to assist students in locating part and full-time job opportunities, exploration sites, and volunteer experiences. A computerized follow-up of student graduates was initiated that would provide feedback data over a five year period.

Since the district was in the process of developing a specialized program for talented and gifted students, the career education staff worked with local administrators and special staff to coordinate the two efforts. On several occasions during the summer and fall of 1973, the career education staff attended organizational meetings and teacher in-service sessions for the talented and gifted program.

Thus, the basic activities of the exemplary career education effort during the first year of the program were: establishing coordination with district administrators to insure that career education fits the districts' overall educational program; planning with teachers to assist them in infusing the career education concepts into the existing curriculum; and disseminating information about the program's philosophy and processes to interested persons. Because the emphasis of the program was on process, the staff developed a brief summary of those used to initiate a career education program. The summary was used as an information handout for visitors and as the basis for presentations about the program outside of the district.

-Second Year 1974-1975-

During the early part of the second year of the program the career education staff finalized many of the first year activities and submitted the First Interim Report to the U.S. Office of Education. As in the preceeding year, the emphasis of the program was placed on becoming a part of and enhancing the district's total instructional program. In order to accomplish this goal and to maintain the continued efficiency of the program, each of the five professional staff members re-defined their areas of responsibility. The input from the staff was then incorporated into a modified Gantt chart that clearly outlined tasks and completion dates. To improve inter-staff communications, weekly meetings were hosted by the staff on a rotating basis at different locations in the district. This technique provided a more even

distribution of the leadership responsibilities and gave the staff opportunities to see various aspects of the program that were outside of their area.

As previously mentioned, a task force was utilized during 1973-1974 at the high school level (grades 10-12) to help orient the faculty to career education and to pilot some classroom activities. During the second year of the program, however, all high school teachers were involved in planning and implementing activities that incorporated career education into the existing curriculum. At the high school, as well as at the middle and junior high levels, the career education staff worked with the guidance department to develop and implement activities that would provide more comprehensive student services. One phase of this effort was directed towards the expansion of the Placement Office by involving more students and by increasing the number of services offered. As a result, student exploration opportunities and the accompanying teacher and counselor involvement were expanded to include special mentorships for gifted and talented students. The computerized follow-up system was also expanded to include both the 1973 and the 1974 graduates of Spring Valley High School.

To assist teachers with the infused approach to career education, the staff produced and disseminated a compilation of the concepts, activities, and resources that were utilized in the previous year's teacher plans. In addition to the six areas of emphasis, the teachers were encouraged to continue the involvement of community resources in their planning. This task was made easier through the use of a new community resource guide which was compiled during the summer of 1974 in a one-week in-service. This session and numerous others are further described in section IV.B.

Overall, the same types of activities with further refinements were continued from the first year into the second. In order to further the concept of career education throughout South Carolina and the nation, the career education staff participated in a number of meetings and conferences which are outlined in section IV.E.

-Third Year 1975-1976-

The first few weeks of the third year of the program were utilized to complete the 1974-1975 activities. This included the completion of the Second Interim Report and the finalization of plans for the third-party evaluation.

One of the greatest changes that took place during the third year was in the area of staffing. There were changes in four of the eight positions which necessitated a realignment of responsibilities. These changes are discussed in detail in section IV.D.

Because the basic processes of the program were unchanged and because more than eighty percent of the teachers participated in the career education effort during 1974-1975, it was felt that the continuation of on-going planning assistance would be the most effective type of in-service. As a result, the general orientation type of in-service was not utilized during the summer of 1975. There were, however, several types of specific in-services that were requested by individual schools. Two of the elementary schools asked for assistance from the career education staff in planning and conducting a two-day workshop to develop a year-long bicentennial program. A special in-service program was also conducted at Spring Valley High School. These sessions are discussed in further detail in section IV.B.

Prior to the opening of the 1975-1976 school year several days were spent in developing teacher planning schedules and in revising the procedures for the procurement of community resources. The result of this effort was the development of a set schedule for each staff member. This insured that the district's teachers would receive adequate planning and resource assistance throughout the school year. The major areas of change in this schedule from previous years were the addition of the middle school teachers to the intermediate coordinator's schedule and the shift in teacher planning responsibilities to the placement coordinator at the high school level. These changes were necessitated by the employment of the senior high coordinator as an administrative assistant. Thus, both the functions of teacher planning and student placement were realigned under one person.

As with the second year of the program, the basic efforts of the staff continued with few changes. Unlike previous years, however, much emphasis was placed on planning for the continuation of the program beyond federal funding. Although several avenues of federal and state funding were explored, it was felt that these sources would compromise many of the basic parts of the program. As a result, the career education staff developed several written alternatives for continuation that were presented to the district administration. Throughout February and March of 1976, the director held numerous meetings with the superintendent and associate

superintendent to discuss the philosophy, implementation, and budget of a continuing career education program.

At the high school level, possible program changes were carefully studied. These discussions involved the associate superintendent, the high school principal, the director of vocational education, the guidance counselors, and the career education staff. Additional information relative to the total career education program was gathered from all teachers and principals regarding their involvement in and recommendations for the continuation of the program. As a result of these activities, the program will continue and will be supported by local funds. There will, however, be some changes in the scope of teacher planning assistance which will limit these efforts at the junior and senior high school levels.

B. In-service

-First Year 1973-1974-

The in-service activities for the first year of the program began late in June of 1973 with a weekend workshop for central administrators and principals. The purpose of this workshop was to develop an acceptable district definition of career education and to discuss various implementation strategies that would be used during the coming year. The three days also provided an opportunity to discuss programmatic concerns and areas of responsibility.

Throughout the summer of 1973 a series of two-day orientation workshops were held for teachers. All teachers in grades K-9 were invited to attend one of the two-day sessions. For those persons who could not attend, a one-day make-up session was held prior to the district's regular pre-service program in August of 1973. Overall, eighty-two percent of the district's K-9 teachers attended the career education workshops. During the course of each two-day session the teachers were involved in small group activities and large group discussions designed to clarify the purpose of and the need for career education. In addition, teachers developed plans for their initial classroom activities that incorporated the six areas of emphasis.

Another type of in-service offered during the summer of 1973 was a one-week community resources workshop. Twenty-four selected administrators, teachers, counselors, and librarians who represented each of the district's schools, spent five days canvassing the Columbia area for classroom resources.

The participants were seeking field trip sites, resource people to visit classroom, and free materials. Their efforts resulted in a Community Resources Guide that contained over three hundred resources. This guide was distributed to each teacher before the opening of school.

During the month of September the career education staff met with the librarians in each school to discuss their role in the career education program. At that time the librarians were also encouraged to establish a place for the career education literature that would be provided to each school.

In an attempt to stimulate the inter-school sharing of ideas related to career education, the staff established a series of "Coke-Hours" at various elementary schools during the month of December. These drop-ins gave the teachers an opportunity to exchange ideas and experiences. As a means of furthering the staff coordination with the district's principals and central administrators, a dinner meeting was held for them in December. At this meeting the career education staff summarized the current status of the program and invited the participants to express their concern.

Because the career education program was so closely tied to other facets of the district's overall instructional program, the staff participated in a variety of in-service meetings and visitations. To facilitate coordination with the talented and gifted program, several of the staff and principals visited a program in Memphis, Tennessee. In addition, the junior high coordinator participated in an in-service for elective teachers and a program on classroom management. The director was also involved in a two-day workshop on the metric system.

-Second Year 1974-1975-

The first in-service sessions held for the second year of the program were conducted during the summer of 1974. Twenty-eight teachers, representing each of the district's schools, participated in a second community resources workshop which resulted in the collection of over three hundred new resources.

During the first week in August, an in-service planning day was held for each of the departments at Spring Valley High School. At these sessions, the teachers reviewed the basic concepts of career education, brainstormed ideas for activities, and developed an actual teaching plan for use when school opened in late August. A similar one-day workshop

was also held for new teachers in the district that were not familiar with the career education program.

Although the career education staff did not plan and organize the workshop, several members did participate in a three-week course designed to foster team planning and inter-disciplinary teaching at the E. L. Wright Middle School. In addition, the junior high coordinator, associate director, and director attended an administrative workshop on leadership styles.

While much of the in-service training occurred during the summer, several programs were offered during the year. One of these was an Instructional Innovations Seminar which was set up through the University of South Carolina for graduate credit. The thirty-four teachers enrolled in the course had an opportunity to work with six different consultants in the following areas: self concept development; values clarification; simulation; economic education; utilization of the community and the school guidance counselor; and national trends in career education.

Situation specific in-service sessions and visitations were also utilized during the second year of the program. As an example, consultants in the areas of English and foreign languages from the South Carolina Department of Education worked with members of the high school faculty from these same departments. The purpose of these workshops was to emphasize the strong ties between the two subject areas and the concepts of career education.

In an attempt to broaden the scope of the career education program, the director and associate director conducted in-service sessions for the special education teachers and for the early childhood teachers in January and March of 1975. In-service sessions were also held at the Blythewood Elementary School dealing with the area of self awareness and at the Bethel-Hanberry School dealing with the teacher's role in career education.

The junior high coordinator, the senior high coordinator, and several teachers visited schools in the Columbia area to gather useful ideas for the program. In particular, they visited the Caughman Road Middle School to view the inter-disciplinary team planning and the Fulmer Middle School to study the math laboratory activities. Other visitations were made to the Charleston County Schools to study their science program and to Lancaster to take part in a behavior modification workshop.

-Third Year 1975-1976-

Because the basic processes utilized in the implementation of the career education program changed very little from the previous two years, it was felt ongoing planning assistance would be the most effective type of in-service for the third year of the program. Therefore, the basic orientation type of in-service was only utilized for new teachers coming into the district. Several other types of in-service, however, were offered during the summer of 1975. Specifically, two of the elementary schools requested assistance from the career education staff in planning and conducting a two-day bicentennial workshop. The purpose of the workshop was to enable teachers to develop a year-long bicentennial plan that would incorporate the career education concepts. A second special type of in-service was requested by the teachers in the high school mathematics department for assistance in developing nine mini-courses. The nine mini-courses were structured so that many advanced mathematical concepts could be taught in terms of their practical applications.

In August of 1975, the entire career education staff participated in an orientation session for new teachers which provided an overview of each part of the district's total instructional program. The director also attended a special one-week principal's workshop which introduced a systems approach to setting school priorities and a one-week Instructional Development Workshop for teachers in the Blythewood area of the district.

In the fall, the director and associate director met with the staff of the Anna Boyd Child Development Center. This center is a cooperative venture by the district, the State Department of Education, the State Department of Social Services, and the University of South Carolina. It is designed to provide both educational opportunities and quality daycare for three, four, and five year old children. The child development center was added to the career education staff's regular planning schedule at this time. With the addition of a second child development center at the Blythewood Elementary School an in-service and subsequent planning schedule was also initiated for these teachers. The basic career education activities for these two centers were built around a community helper focus.

In June of 1976, the career education effort sponsored a three-week teacher effectiveness training workshop in cooperation with Clemson University. Representatives from nearly all of the district's schools participated in the sessions which were designed to emphasize the areas of self

awareness and decision making.

C. Community Involvement

The emphasis on using the community as a learning resource has been and will continue to be a major function of the career education effort in District Two. As a result of the previously mentioned community resources workshops, several teachers in each school had first-hand experience with the community's willingness to be of service to the district. This core of experience, combined with the distribution of the Community Resource Guides to all teachers, has added a new dimension to many teacher's educational activities.

In terms of procedures, the teacher assumes the major responsibility for planning and arranging community resource speakers, field trips, and supplementary classroom materials. If a teacher or career education staff member feels that a resource from the community would be beneficial, a resource request, shown in appendix G, is submitted to one of the staff assistants. The staff assistants, who are assigned to work with specific schools, then make the necessary initial contacts to find the needed resources. After learning of the available resources, via the response form shown in appendix F, the teacher then calls the organization to clarify the specific curriculum emphasis. As a result, the community resource experience is not just a separate activity but one that can introduce, reinforce, or culminate what would normally be taking place in the classroom. While it is not the intent of the program to have teachers equate career education with resource speakers and field trips, this undoubtedly happened in some instances and presents a problem to overcome.

In many instances small group and exploration experiences were also arranged for specific students. This provided the students with opportunities to clarify possible career and educational opportunities. The number of explorations arranged through the career education effort are reflected in Tables I-III.

The following tables summarize the frequency of community resource experiences for the first three years of the program.

TABLE I
COMMUNITY RESOURCES
1973 - 1974

MONTH	FIELD TRIPS*	RESOURCE SPEAKERS*	EXPLORATIONS
September	4	9	NOT DOCUMENTED ACCURATELY DURING 1973-74
October	20	30	
November	12	17	
December	24	22	
January	10	18	
February	20	34	
March	38	32	
April	40	23	
May	57	41	
Total	225	226	

* Numbers indicate classes involved

TABLE II
COMMUNITY RESOURCES
1974 - 1975

MONTH	FIELD TRIPS*	RESOURCE SPEAKERS*	EXPLORATIONS
September	5	24	0
October	22	34	3
November	19	22	0
December	24	13	3
January	21	19	3
February	34	32	4
March	48	22	8
April	37	25	5
May	32	18	4
Total	242	209	27

* Numbers indicate classes involved

TABLE III
COMMUNITY RESOURCES
1975 - 1976

MONTH	FIELD TRIPS*	RESOURCE SPEAKERS*	EXPLORATIONS
September	29	88	0
October	78	186	6
November	115	117	0
December	123	47	0
January	44	68	13
February	90	100	6
March	131	102	24
April	82	62	14
May	82	92	14
Total	862	774	77

* Numbers indicate classes involved

In keeping with the district's overall commitment to career education, two advisory committees were formed even before the program was implemented. One, the Blue Ribbon Community Advisory Committee, was made up of fourteen recognized business leaders who represent local companies and service institutions. The other, known as the Post-Secondary Education Advisoty Committee, had representatives from the five major higher education institutions in the Columbia area. These two groups, listed in appendix H, met in the spring of 1973 to discuss the proposed career education program and again in August of 1973 for an update on how implementation was progressing.

Throughout the three years of the program, efforts were made to utilize the members of the committees as resources. Since an initial survey of the committees in 1973 indicated that many members were interested in seeing how the program functioned in the schools, a visitation day was organized by the staff in the spring of 1974. After a brief overview of the program's progress by the career education staff and the associate superintendent, Dr. Herbert B. Tyler, the committees proceeded to visit several schools. In an effort to involve more of the members of the advisory committees, a similar visitation day was also planned for the fall of 1974.

With regard to the overall involvement of community resources, the third-party evaluators stated in their

Second Annual Evaluation Report "...we have not encountered a better program of using the community as a part of the learning environment."

D. Staff Utilization

The career education staff, as described earlier in this section, consisted of five experienced professionals whose primary role was to work with teachers and administrators. In addition, the project also employed two staff assistants , one of whom also functioned as a secretary/ bookkeeper for the program. A full time secretary was also employed to assist in the year-round functions of the Placement Office. Overall, the staff worked as a unit to make the decisions and accomplish the tasks that were necessary for the operation of the program. Several staff planning days were set aside during each of the three years in addition to the weekly staff meetings that were utilized primarily to review progress and plan for upcoming events.

During the second year of the program a new junior high coordinator joined the staff. Throughout the course of the 1974-1975 school year there were no other changes in staffing arrangements. Thus, the director and associate director continued to be responsible for administering the overall program and planning with elementary and middle school teachers; the junior high coordinator planned with teachers for grades 8-9; the senior high coordinator planned with teachers for grades 10-12; and the placement coordinator maintained the student services aspects of the program. Overall, this division of responsibility proved to be very effective.

The 1975-1976 school year brought many changes to the career education staff. The senior high coordinator resigned to assume the position of administrative assistant at Spring Valley High School. Because the career education effort was in its final year of federal funding, it was deemed unwise to replace the senior high coordinator with a new staff member. Staff responsibilities were realigned to allow the present placement coordinator to serve as the senior high coordinator as well. In this dual position, the coordinator assisted teachers in their planning and supervised the placement services, while shifting some of the bulk of the details of responsibility for the placement operation to the placement secretary.

The secretary/staff assistant who had served the project for two years resigned to assume a position with a private

business. As a result, the staff assistant/secretary position, which included responsibilities for project secretarial work, bookkeeping, and teacher assistance, was filled by promoting the placement secretary. The placement secretary vacancy was then filled by a new person.

The position of junior high school coordinator was restructured to include responsibilities at the middle school. The new position, which was re-named intermediate coordinator, included providing planning assistance to all middle and junior high school teachers.

Other changes during the 1975-1976 school year included a short maternity leave by the intermediate coordinator and the resignation of the associate director for the same reason.

E. Staff Functions

Throughout the three years of the program the career education staff was involved in many efforts to support the career education movement, including participating in numerous conferences and making several national presentations relating to the district's career education program. A comprehensive list of these activities is shown below:

1973 - 1974

First Annual Career Education Conference
Rutgers University
July 16-21, 1973

Regional Office of Education Workshop
Atlanta, Georgia
August 21-22, 1973

Visit to career exploration program
Sanford, North Carolina
October 15-16, 1973

Visit to career education project
Orange County, Florida
October 17-18, 1973

National Conference of Mathematics Teachers
Atlanta, Georgia
October 25-26, 1973

Placement Workshop
Greenville, Tennessee
November 5-6, 1973

American Vocational Association National Convention
Atlanta, Georgia
December 3-5, 1973

Visit to see LAPS utilized
Ninety-Six, South Carolina
December 7, 1973

Guidance Seminars on Values and Decision Making
Columbia, South Carolina
February 8, March 16, 1974

Visit to Talented and Gifted project
Memphis, Tennessee
February 14, February 19, 1974

McGraw-Hill Career Education Conference
Columbia, South Carolina
February 27, 1974

American Personnel and Guidance Association National Convention
New Orleans, Louisiana
April 8-11, 1974

American Educational Research Association National Convention
Chicago, Illinois
April 17, 1974

National Academy of School Executives' Seminar on Career Education
Boston, Massachusetts
April 28 - May 3, 1974

1974 - 1975

Dr. Kenneth B. Hoyt's Career Education Mini-conferences
U.S. Office of Education
July 22-26, 1974

Individually Guided Education Workshop
University of South Carolina
July 24-25, 1974

Regional Office of Education
Career Education Workshop
August 6-7, 1974

South Carolina School Boards Association
State Conference
September 14, 1974

American Educational Research Association
Special Interest Group in Research Management: Managing Exemplary Programs for Transportability
Princeton, New Jersey
October 14-15, 1974

Individually Guided Education National Conference
Chicago, Illinois
November 13-14, 1974

National Coordinating Conference for Administrators of Part D and FY 1973 Part C Programs and Projects
U.S. Office of Education
Dallas, Texas
January 27-30, 1975

Environmental Education Workshop
ECOS Workshop
February 25, 1975

National Career Education Forum
Ohio State University
March 19-21, 1975

American Personnel and Guidance Association
New York City
March 24-26, 1975

State Committee on Environmental Education
State Department of Education
April 15, 1975

South Carolina Guidance Association
Guidance Section
April 18, 1975

Regional "Hub" Meeting
Individually Guided Education
May 13, 1975

1975 - 1976

Career Education Luncheon
Columbia Metropolitan School Districts
November 13, 1975

Regional U.S.O.E. Part D Conference
Sarasota, Florida
December 1-2, 1975

ASCD Conference
Columbia, South Carolina
January 29-30, 1976

Placement Conference
Blacksburg, Virginia
February 6-7, 1976

Second Annual Career Education Forum
Washington, D.C.
February 10-11, 1976

AASA Conference
Atlantic City, New Jersey
February 19-23, 1976

University of Georgia Career Education Program
Athens, Georgia
April 1-2, 1976

V. RESULTS AND ACCOMPLISHMENTS OF THE PROGRAM

The section that follows contains specific descriptions and summaries of the activities that took place at the elementary, middle, junior, and senior high school levels during each of the three years of the program.

A. Elementary and Middle Schools

-First Year 1973-1974-

Most of the teachers began implementing their career education plans in the early fall of 1973. Ninety-five percent of all elementary teachers attended one of the two orientation/planning workshops that were conducted during the summer of 1973. Eighty-six percent of the faculty at one middle school were involved in similar orientation activities as the school year got under way. The few teachers who were unable to attend the summer in-service

were oriented on an individual and small group basis during the staff's scheduled time in a particular school.

The other middle school, which contained the majority of the students in sixth and seventh grades, had fifty-one percent of its faculty involved with in-service and planning. Because only about half of the teachers had been involved in in-service and planning, a concentrated effort was made to assist these teachers who had taken part with planning so that they could begin implementation as well as provide basic orientation sessions for the remaining faculty who had not taken part.

As the program moved into the second quarter, the teachers at the elementary and middle school levels displayed a greater understanding of and involvement in career education. This increased involvement was directly related to the active leadership that principals provided for the effort. As teachers increased their understanding, they began to suggest and use methods of planning other than those in the Planning Guide shown in appendix D. The Planning Guide was originally developed during the summer orientation workshops to emphasize the importance of the planning process. The alternatives to using this form were encouraged by the staff since they permitted teachers to better fit career education to their own classroom needs.

Several examples of the kinds of learning experiences planned by teachers are shown in appendix K. As stated previously, staff members worked with teachers to help them develop their plans; however, the actual implementation was the teacher's responsibility. The career education staff also helped teachers facilitate their planned activities. As an example, the staff invited representatives from the South Carolina Arts Commission to meet with the middle school reading teachers to explore the utilization of several of their programs to expand the reading motivation activities that the teachers had planned.

This approach of assisting with planning and facilitating implementation proved quite successful at the elementary level, where teachers found the career education concepts easily adaptable. Because the district had a policy of early dismissal for elementary schools which provided an hour of teacher preparation time every afternoon, the director and associate director had an easy avenue for providing assistance to teachers.

At the middle school, teachers worked in interdisciplinary teams with each team functioning as it chose. Team

leaders brought greater instructional coordination to each team, and the career education staff was able to work closely with these individuals.

Also at the middle school level, the career education staff worked with the counselors to supplement their program. The counselors identified nine concepts for which they helped teachers plan and conduct classroom activities; included were values clarification, sexual behavior, rights and responsibilities, inter-personal relations, study skills and work habits, decision making, establishing and reaching goals, using leisure time, and exploring life styles. The career education staff worked with counselors to develop idea files for each of these areas.

Throughout the school year, the director and associate director met regularly with the elementary school principals and the middle school instructional coordinator to informally assess the effectiveness of the career education program. These meetings provided numerous opportunities to discuss possible strategies for changing the program and the staff roles.

-Second Year 1974-1975-

Throughout the second year of the program, staff members again planned with teachers at the elementary and middle school levels on a regularly scheduled basis. Teacher involvement in infusing career education improved significantly at most levels. Approximately ninety-eight percent of the teachers at the elementary level and eighty-three percent at the middle school level planned career education activities at least once during the year. Seventy-two percent of the elementary teachers planned three or more activities, while four percent of the middle school teachers planned three or more activities. Appendix K contains specific examples of career education activities initiated by classroom teachers.

At the elementary and middle school levels, the first concern was adequate teacher understanding of the career education concepts. Members of the career education staff met with new and returning teachers during summer in-service for the purpose of orienting them to career education. Orientation for teachers at this level was completed by mid-September.

Coordination with other programs which serve students at this level in the district was initiated through several meetings held during the second year. In October the director and associate director met with the elementary talented and

gifted teachers to discuss coordination with their program. Coordination with special education and early childhood education was initiated in the spring.

One area of new activity at the elementary level was providing special in-service which was developed and conducted by the career education staff and was designed to address one of the six areas of emphasis in more depth. The director and associate director conducted such a program at Blythewood Elementary in February which focused on the area of self awareness and understanding.

-Third Year 1975-1976-

At the elementary level, teacher involvement in kindergarten through grade five was excellent. Appendix K contains samples of the kinds of activities elementary teachers developed. The director and associate director continued to assume responsibility for program coordination and planning assistance at this level. In-service for new teachers was accomplished through individual orientation discussion and continued planning assistance. By the end of September all of the orientation was completed. Staff members visited each elementary school once every two weeks during the school's planning time. Staff assistants were in each school twice a week. This schedule, however, was interrupted when the associate director resigned her position at the end of March because of the upcoming birth of her child. At that time, the director assumed sole responsibility for the elementary school level for the remainder of the year.

In the fall, the director and associate director met with the majority of the staff of the Anna Boyd Child Development Center. The center is a cooperative venture by the district, the State Department of Education, the State Department of Social Services, and the University of South Carolina, and is designed to provide both educational opportunities and quality day-care for three, four, and five year olds. The University uses the center as a placement facility for student teachers in their early childhood education program. The career education staff oriented this group to the general concepts of the program, then met with several teachers and student teachers to initiate planning. As a result, the child development center was added to the regular elementary planning schedule in order to assure continuous planning.

In addition, a second child development center opened in the Blythewood area, and coordination was also initiated there. As a result of these efforts, one group piloted

activities that enhanced a general awareness of work roles. Plans were made for developing a more formal year-long plan for the upcoming year that would provide a sequence of activities for the two different class levels. In addition, a meeting was held in late April with the coordinator for Early Childhood Education to develop plans for the summer and the 1976-77 school year. The plans were built around a community helpers focus and were designed to utilize many resource speakers and field trip experiences.

B. Junior High Schools

-First Year 1973-1974-

At the two junior high schools, (Dent and Hanberry), the emphasis was basically the same. It was necessary for teachers to orient their career education plans toward more individualized student involvement; in addition, more emphasis was placed on job information at this level.

The junior high coordinator met with all of the junior high teachers who attended the summer workshops to help them revise their plans and begin implementation. Orientation sessions, in the form of small group meetings, were scheduled for those teachers who could not attend the summer workshops. Overall, the coordinator worked closely with the administrators of both junior high schools to keep them informed of the teachers' instructional plans and to coordinate the purchasing of requested materials. Involvement with the guidance staff, in terms of helping them provide support services related to career education, was also identified as a first-year priority. Steps were taken to establish Career Information Centers in the libraries of each school.

As the year progressed, planning with teachers continued to be of great importance in both schools. Approximately fifty-nine percent of the junior high teachers planned one or more activities implementing career education concepts as a part of their classroom instruction. Eleven percent planned career education activities three or more times during the school year. Appendix K contains samples of the kinds of activities junior high teachers planned.

The junior high coordinator also worked closely with the principals and assistant principals in the reorganization at Dent Junior High. Dent was divided into units of one hundred fifty students and five teachers. Emphasis was gradually placed on team planning and instructional coordination.

The junior high coordinator also initiated a program for student input and feedback called the Career Education Council of Students which is further described in appendix L. The activities of the council drew to a close with a meeting in late May at which the students were requested to mark questionnaires about activities during the last nine weeks of school. They were also encouraged to make any other comments about the entire school year. A comparison of the questionnaires from the first quarterly meeting (November) and the last (May) is shown in appendix L. The increase in speakers, field trips, materials, and special activities, as perceived by the students, is documented there.

The junior high coordinator, with the assistance of the placement coordinator, piloted a job exploration program at the junior high level. This effort was initiated after a survey of teachers indicated the need for such a program. Selected students spent one day at a chosen exploration site. Although it was a limited effort, this pilot program reinforced the need for continuing exploration at this level.

-Second Year 1974-1975-

Regularly planned meetings with small groups of teachers at the junior high level continued throughout the year. As the year progressed, the understanding of career education concepts resulted in increasingly better planning. Appendix K contains examples of activities developed by teachers at this level.

Coordination with the guidance department at the junior high level was limited but on-going during the year. Cooperative activities included a Human Relations Week and a Career Day.

One source of feedback about the curriculum was the Curriculum Council of Students. Last year this group of representative students was established at Dent Junior High and was so successful that the concept spread this year to Hanberry Junior High and Spring Valley High School. Each council met periodically to discuss ways in which curriculum could be improved; often they cited particularly effective techniques currently being used in various classes. The information was then summarized in a general format and shared with administrators and faculty.

Another desired aspect of student services at the junior high school was exploration. However, success in this area

was somewhat limited. A pilot program in the spring of 1974 placed thirteen students on-the-job for one day. This year more emphasis was given to small group exploration growing out of classroom involvement. Twenty-two students were placed in individual or small group settings in the community to do a more in-depth exploration of areas that interested them and were related to their classroom studies.

Coordination with the talented and gifted program, Students Participating in an Active Creative Environment (SPACE), at the junior high level began slowly but steadily increased throughout the year. In the SPACE program, students developed skills in verbal communication through group dynamics, decision making and values clarification activities. One of the last mini-courses in the year's program was "Career Explo' Through SPACE." The "Career Explo'" mini-course involved a flexible group of fifteen to twenty students who selected career areas in which they were interested. All of the students visited at least one site, and some as many as three. The enthusiasm and interest of the students involved was a deciding factor in scheduling a mini-course of this type at an earlier time for the 1975-76 school year.

-Third Year 1975-1976-

Beginning in July of 1975, the responsibility for the career education program at the middle school was assumed by the junior high coordinator. Because of this, the job title was changed to intermediate coordinator.

The involvement of the middle school teachers during the first two years of the program had been very limited. By the end of the third year, eighty-seven percent of the teachers had implemented at least one lesson plan that included career education concepts and activities.

At one of the two junior high schools in the district, the involvement was good throughout the year. At the other junior high, involvement was sporadic. Overall, seventy-nine percent of the junior high school teachers included career education concepts in their lesson plans at least once. Appendix K contains samples of activities developed by teachers at this level.

Coordination with the guidance counselors at this level remained positive all year. The career guidance small group sessions were very successful in that students were made more aware of available career information and career options. In addition, twelve students were placed in exploration sites for one day.

The junior high school talented and gifted program (SPACE) was able to incorporate career education concepts into all of the mini-courses taught during the year. Some of the tangible results of these mini-courses included an original Super 8 sound movie, The Reunion; a colonial style newspaper and an accompanying learning activities packet to be used in social studies classes; a video tape of a mock trial with students acting as lawyers, jury, etc.; an original mural; a trail bike assembled by the students; and the production of a children's drama, "The Royal Cricket of Japan," for the district's elementary schools. Field study was done in the areas of photography, oceanography, medicine, interior design, and radio and television.

Meetings of the Curriculum Evaluation Council of Students were held in October and March. The purposes of this council were to evaluate the curriculum from a student's perspective and to offer suggestions for changes and improvements. Results of the meetings were presented in written form to the administration and discussed with the teachers at a faculty meeting. There seems to be an on-going need for a student group of this type at the junior high level. This was one valuable line of communication that provided both positive and negative feedback on classroom activities.

C. Senior High School

-First Year 1973-1974-

At the high school level the career education effort involved a Task Force of selected teachers and administrators who developed and implemented various strategies for implementing career education.

This group was supervised by the senior high coordinator and became actively involved in defining the direction that career education would take at Spring Valley High School. Members of the Task Force visited several schools and participated in a number of conferences during the year. Efforts were made to inform other teachers about career education by stressing the advantages of the program through brief memos, short reports at faculty meetings and increased communication among the various departments, including the vocational education department.

As recommended by the Task Force, the senior high coordinator met with each teacher on an individual basis to explain the concepts of career education and the approach of curriculum infusion. As teachers began to understand

the concepts of career education, some pilot activities were initiated. Feedback was also sought concerning the possibility of a new planning system that would be useful to teachers, meet the school's requirements, and incorporate the career education areas of emphasis. The new planning form that was developed is shown in appendix M.

At the beginning of the 1973-74 school year, a Placement Office was established at Spring Valley High School. The office was staffed by a full-time placement coordinator and a secretary. Although the initial emphasis was on part-time placement, exploratory experiences and full-time employment were also stressed as the year progressed. Shortly after school began, the placement coordinator informed teachers of the office's services and conducted a series of general student orientation sessions to help make students aware of the functions of the Placement Office. In addition, Placement Office procedures and responsibilities were established as shown in appendix N.

Regular placement activities involving part-time and exploratory experiences continued throughout the school year. However, as students began to make plans for after graduation, more emphasis was directed towards finding opportunities for full-time employment. Basic statistics concerning the operation of the Placement Office are shown below:

Students Placed in Exploration Activities	8
Students Placed in Part-time Jobs	65
Students Placed in Full-time Jobs	50
TOTAL Number of Students Seeking Placement Services	450

Another program that was organized through the efforts of the placement coordinator was the Community Services Corps. On an initial survey, 318 students indicated an interest in volunteer work. As areas of student interest were identified, representatives from corresponding organizations were scheduled to visit the high school in order to talk with the interested students. Approximately forty percent of the originally identified students attended the orientation meetings and followed through on a commitment to various organizations such as with political parties, minority groups, health services, etc.

The Placement Office also worked with two other school districts in Columbia, Richland District One and Lexington District Two, and the Greater Columbia Chamber of Commerce to determine the projected need for workers in June, so that

graduates would be able to more easily locate employment. A letter was sent to all businesses and industries in the Columbia area showing the projected number of graduates who would enter the labor market that summer. In turn, the businesses and industrial concerns completed a questionnaire about their projected vacancies and the skills needed for the positions. The students were then counseled as to the available opportunities and encouraged to apply for the various positions that met their qualifications.

Extensive work in the area of developing a comprehensive follow-up survey was completed during the year. Initially, a format for the survey was created by the placement coordinator working with selected high school guidance counselors and administrators. It was decided that more extensive use could be made of the five year survey, contained in appendix O, if it were computerized. The basic procedure followed was to survey the 1973 graduates through the process outlined below:

1. a first mailing with a letter of explanation, the survey form, and a stamped, self-addressed return envelope;

2. a post-card reminder two weeks later to those who had not returned the survey;

3. a second mailing two weeks later with a new letter, questionnaire, etc. to all those who still had not responded.

The results of the survey showed that approximately sixty-five percent of the students continued in some form of post-secondary education, twenty-six percent were gainfully employed, four percent were in military service, and the remaining five percent were unemployed or unknown. Seventy percent of the 600 students surveyed returned the questionnaire.

The students were asked not only to give pertinent information about themselves, but also to make suggestions for change in the school's program. Information gathered by the follow-up survey was disseminated to the administration, the teachers, the guidance department, and the vocational department of the school.

Work on the follow-up of the class of 1974 began in April with a preliminary survey. This study, developed in conjunction with the guidance department, was conducted as a part of the district's continuing objective dealing with

further education. The first questionnaire determined if the student intended to continue his education or to enter gainful employment, military service, marriage, etc. The results of this survey showed that seventy-two percent of the 1974 class planned to continue in some form of post-secondary education, while the remaining twenty-eight percent planned to enter into gainful employment, military services, etc. After isolating those students who intended to continue their education, a second questionnaire determined their first three choices of a post-secondary school. The purpose of the entire survey was to evaluate the district's adequacy in preparing students for acceptance into at least one of their first three choices of post-secondary programs.

The placement coordinator also served as a coordinator for the alternate high school's work credit program. The alternate school was simply an extension of the school day for approximately 120 students who elected not to attend regular classes. These students could not only earn the regular credits for the academic courses they completed, but could also earn one unit of credit for successful work, during the day, in a job of their choice. During this first year, twenty-one students earned work credit.

-Second Year 1974-1975-

At the senior high level, the move was made the second year from a Task Force planning approach to full implementation. The success of this transition was largely due to the participation of eighty-six percent of the high school faculty in the career education one-day in-service workshops held during August. These summer workshops served not only to introduce a new planning form that reflected the career education six areas of emphasis, but also to show teachers how to incorporate the career education concepts into their classroom activities. For those teachers who were unable to attend the summer workshops, additional orientation workshops were held early in the fall.

Planning with teachers took place by departments on a regular basis and assistance was given in making arrangements for speakers, materials, and field trips. In addition to planning with teachers, the career education effort at the high school focused on coordinating with department activities. English and foreign language consultants from the State Department of Education were utilized in departmental in-service programs. These people assisted Spring Valley High School teachers in both planning curriculum activities and infusing career education concepts. Approximately eighty-three percent of the senior high teachers planned and implemented career education activities at least

once during the school year. Sixty-eight percent planned career education activities three or more times. Appendix K contains examples of teachers planned activities.

Another major aspect of the career education program at the high school was coordination with other existing educational efforts within the district. One of those efforts was guidance. The high school coordinator attended regular meetings with the guidance department. Some of the results of those meetings included special group guidance offerings in career exploration and decision making.

Another area of program coordination was with the teachers of the talented and gifted program, Active Learning Experiences and Resourceful Thinking (ALERT). The career education staff provided assistance in planning as well as in locating community sites for special mentorships. Increased coordination between career education and ALERT was made possible with the appointment of the high school coordinator as a liaison for the administration at regularly scheduled ALERT meetings.

The Curriculum Council of Students was organized during second semester for the purpose of making recommendations for curriculum change. Many suggestions were made, especially in the area of improving methods of presentation. The recommendations were compiled and submitted to the principal.

Placement and follow-up activities were limited during the year due to the economic situation and the related scarcity of jobs. Calls to businesses and visits to possible job sites increased to an average of thirty-five to forty contacts per week. This activity resulted in approximately twelve to fourteen actual job possibilities each week.

The total number of students who completed a placement data sheet increased from eighty-eight during the second quarter (November-December) to two hundred twenty-eight during the last quarter (April-June). This increase came as a result of the desire of many students to find summer jobs. The number of students checking the Placement Office bulletin board for job offerings increased for the same reason. All students who completed data sheets were referred to possible job sites, and approximately seventy-five students were placed in part-time jobs.

The placement coordinator continued to coordinate with the Alternate School's work-credit program. A total of fourteen students fulfilled the requirements of their work contract and received a unit of credit toward their graduation requirements.

In a program sponsored through the vocational department, a Business and Industry Day was established in late April. There were approximately 150 businesses and industries invited to participate. Each vocational student had to complete a resume in order to schedule an interview with the companies in which he/she had an interest. This program was successful enough to warrant its establishment as an annual event.

Again this year, the placement coordinator, in conjunction with Lexington District Two and the Chamber of Commerce, mailed approximately 2000 letters to various businesses and industrial concerns in Columbia detailing the number of seniors to be graduated and their qualifications. Included with this information was a survey asking for the number of job openings expected in each concern. The response to this survey was disappointing, to say the least. Less than ten percent of the firms responded, and of the respondents, less than one hundred expected a need for workers.

The follow-up survey was completed and analyzed. The results showed that of the 714 questionnaires sent to 1974 graduates, 446 responded, and of the 600 questionnaires sent to the 1973 graduates, 329 responded. This gave a response of sixty-two percent and fifty-four percent respectively for the 1974 and 1973 graduates.

Of the respondents from the class or 1974, forty-two percent entered some type of post-secondary program; thirty-nine percent were gainfully employed or in military service; and twenty percent were unemployed or unknown.

In comparing the results of last year's follow-up of the 1973 graduating class that had sixty-five percent in some form of post-secondary program; twenty-six percent gainfully employed; four percent in the military; and five percent unemployed or unknown, we found that forty-nine percent of the students were doing the same thing, fifteen percent had changed their status, four percent had merely changed schools, and thirty-two percent could not be compared since they responded the first year but did not respond the second year. The results for the class of 1973 in the second year after graduation showed thirty-five percent in a post-secondary program, thirty-six percent gainfully employed or in the military service, and twenty-six percent unemployed or unknown.

Finally, in relation to the follow-up, we found that seventy-one percent of the 1973 class felt that their current status was consistent with their future plans upon leaving

high school. This compared to the seventy-three percent reflected by the class of 1974. Judging from this response, most of our students seemed to have a definite goal in mind upon leaving high school.

A summary of the student placement activities for the 1974-75 school year follows:

Students placed in exploration activities	27
Students placed in part-time jobs	75
Students placed in full-time jobs	122
Total number of students seeking placement services	975

The total number of 975 represents students who completed data sheets, students who simply talked with the placement coordinator, and students contacted through classes. The number also reflects a one hundred percent increase from last year, but falls almost six hundred contacts short of our goal of 1500 student contacts for the year.

-Third Year 1975-1976-

Staff personnel changes at the high school, as detailed in section IV.D., did not diminish the effectiveness of the program at this level.

As at the other levels, the new faculty members were given an orientation to the goals and philosophy of career education immediately upon the opening of school. About fifty percent of the teachers began including career education concepts into their lesson plans initially and this figure climbed to approximately sixty-five percent by the year's end.

The effort to coordinate with the Talented and Gifted program was continued into the third year of the project with the major effort being to assist in placing students in mentorship sites.

The placement aspects of the effort continued to function as it had over the past two years. A total of 253 students actually completed personal data sheets and were referred to job sites. Over 246 other students used the services of the placement office to gain information, seek volunteer positions or exploration opportunities. In addition, over 900 students had access to the placement office services through classroom presentations and small group sessions. Therefore, a total of approximately 1400 students used the services available

through the placement office at some point during the year. This was in line with our goal of 1500 student contacts for the year. This total, however, does not reflect the number of students who gained job information from the placement office bulletin board.

In an effort to attract more students to the placement office and to acquaint the students with the services available to them, a Placement Office Brochure was developed and distributed to the entire student body. As evidenced by the increase in the number of students using the services, the brochure seems to have worked.

The coordinator again worked with Richland District One, Lexington District Two, and the Greater Columbia Chamber of Commerce in a program to increase the use of the community in the schools. This attempt was furthered by two luncheon meetings involving 150 businessmen and educators from the state and local level.

As in the preceeding years of the program, this same consortium attempted to survey business and industry to determine their manpower needs for June. The effort this year was a much greater success in that over twenty-five percent responded with approximately 350 job possibilities for graduating students.

Because of its location in an area outside the city of Columbia, Spring Valley High School did not have a great deal of success with students in the Junior Achievement Program. This problem was overcome by the formation of a Junior Achievement Company that was housed on campus during the ensuing school year. Members of this company came from both Spring Valley High School and Wildewood School, a private school located near the public high school. This was a new concept for Junior Achievement in the Columbia area. A sponsoring firm was contracted (Rockwell International), seventeen students registered, and the placement coordinator agreed to act as the in-house coordinator.

The company, Junior Achievement Rockwell (JAR) was an immediate success, and one of the officers was selected as the greater Columbia J.A. Secretary of the Year. All of the other officers were semi-finalists in their respective categories.

The area of exploration continued to be the weakest area of the program. Only twenty-two students were actually placed in exploration sites during the third year. However, in an attempt to promote this activity, Kuder E and Kuder DD inventories were given to 182 students with the intent being

to encourage visitation in the students' interest areas. While the idea was sound, the total reflected on the preceeding page inidcates that the plan was not successful.

During this final year of the project under federal funding, the guidance counselors at the high school level expanded the offerings of small group counseling sessions to include assertiveness training, weight reduction, alternatives to school suspension, goal setting, general growth and self concept improvement. Approximately 150 students participated in these groups during the year. In other guidance involvements, all tenth graders were given the questionnaire shown in appendix J. The information from this questionnaire was used to divide the class into small discussion groups focusing on future plans. The groups included college aspirants, work aspirants, technical school aspirants, military aspirants, and the undecided students. These small group sessions were held during April and May, and were jointly led by the senior high coordinator and the guidance staff.

The follow-up of the graduating class of 1975, along with a twenty percent sample of the class of 1974 and the class of 1973 was initiated in mid-December and completed in mid-February. The technique used the third year was identical to the years past; however, the results were not as encouraging. Only sixty percent of the 1975 class responded to the survey and the twenty percent samples were so sparsely returned that it was decided to disregard the questionnaires of the classes of 1973 and 1974.

The data from the class of 1975 was very similar to the classes of 1973 and 1974. The following figures reflect the class response:

43% Post-secondary education

30% Work

5% Military service

11% Other (housewife, unemployed but not seeking work, etc.)

11% Unemployed and seeking work

* (Some of the figures represent multiple counts)

The Curriculum Council of Students at the high school was continued in the third year and the students' response was much like the response from the junior high CECS in that those teaching practices that the group felt most beneficial

were those in which the students took an active part. This opportunity for input from the "average" student was extremely well received by the students and the information shared with the faculty seemed to be ideas that were well founded and beneficial rather than biased complaints.

VI. EVALUATION OF THE PROJECT

The evaluation of the career education program is presented in the following section which was prepared by IBEX, Inc. During the three years that the program operated under federal funding, IBEX served as the third-party evaluator.

EVALUATION REPORT

1975-76

EXEMPLARY EFFORT IN CAREER EDUCATION

RICHLAND COUNTY SCHOOL DISTRICT TWO

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PREFACE

This document, submitted to the Richland School District Two in Columbia, South Carolina, presents the final evaluation report for the third year of operation of an Exemplary Effort in Career Education (EECE), a project funded under Part D of the Vocational Education Act as amended. Five companion documents (the Evaluation Design Documents - 1973-74 and 1974-75, the Instrument Catalog and the 1973-74, 1974-75 Final Evaluation Reports, preceded this one in a sequential story of the overall evaluation plan. This report contains pertinent information from the other reports and presents the results of the third year's effort as compared to the first and second.

Since the completion of the first year evaluation report, U.S.O.E. Guidelines for the evaluation of Career Education programs have been tentatively adopted. In this report we have blended the new guidelines into the ongoing evaluation of EECE. The project director has copies of the completed forms in accordance with the new guidelines. The major narrative of the evaluation will respond to the evaluation questions relative to the Project's six areas of emphasis.

The staff of EECE have been extremely helpful in all phases of this evaluation. The suggestions have been excellent, and the staff cooperation flawless. Mr. Dale Holden, Mrs. Judy Harlan, Mr. Randel Caldwell and Mrs. Nancy Welch should receive a special word of praise for their efforts; further, the teachers, counselors and administrators of the District have been most cooperative.

Mr. Jack Stenner has assisted in this effort. Mr. Steve Schulz acted as the data processor. The author is responsible for all errors and opinions. None of the reports would have been written, however, were it not for the supreme typing and translation effort by Ms. Nancy I. Mercer.

Helmuts A. Feifs
IBEX, Incorporated
Senior Consultant

SECTION I. EXECUTIVE SUMMARY AND RECOMMENDATIONS

The Exemplary Effort in Career Education (EECE), a Part D project funded under the Vocational Education Act of 1968, as amended, started operation in School District Two of Richland County, South Carolina in July of 1973. IBEX, Incorporated, was contracted as a third party evaluator during the early planning of the project and has been fortunate enough to continue to be associated with the project for three years. The following is a final annual evaluation of EECE, as well as IBEX's recommendations.

The overall goal of EECE is to infuse major career education concepts into the total existing curriculum of Richland Two School District Schools. The project is to identify processes that lead to an expanded curriculum which includes career education. Existing programs are refocused to include career education concepts. The elementary, middle, and junior high schools are an original part of the effort; the high school task force was developed and career education staff assigned to a planning and pilot year during 1973-74 in order that the high school grades would be fully implemented during the second year of the project. The high school effort 73-74, 74-75 and 75-76 included placement and follow-up.

The final year of EECE showed continued progress. Careful prior planning during the 73-74 school year led to a program of excellent quality for the total period of the effort. The

planners assumed that the essence of career education is the inclusion of career concepts into good curriculum; therefore, if the curriculum is adequate and if career concepts are included, then there is quality education. Such was the case of Richland Two Schools. The heart of EECE is its six areas of emphasis, Appendix B. The entire program and the evaluation efforts are centered on these areas of emphasis.

The following are the findings of the final annual evaluation:

- Richland Two students demonstrated that they tend to differentiate careers according to socioeconomic factors with a tendency for careers that required, generally, post secondary training. While no statement can be made as to what type of career is most favored, we do know what is not favored.

- Evidence indicates that two groups of Richland Two students, students on free lunch and students residing in a rural area of the country, have lower self concepts (in grades 4, 5, and 6), lower aspiration levels (in grades 6-12) and tend to select away from careers requiring extensive post secondary education.

- Richland Two students indicate on assessment instruments that they have a good grasp of economic concepts that effect their lives and choice of future careers.

- Richland Two students continue to show progress in attitudes and appreciations toward school, peers and teachers. Growth in attitude on each factor of this area of emphasis is school and grade dependent but generally increases as grade level increases.

- Richland Two students are able to show, inferentially, that they have a sound grasp of the relationship between education and careers.

- Richland Two students demonstrate on administered instrumentation that their decision making ability evolves to a more reasoned approach as grade level increases.

- Richland Two teachers continue to demonstrate strong support for the concept and practice of career education. This support must be ascribed to the very committed, active career education staff and director. This very high percentage of personal contact with teachers by staff and the staff's responsiveness to teacher needs and requests is in no small measure responsible for the continued success of the program.

- Richland Two principals evidence a strong support for EECE in their schools. The principals, as a group, were experienced professionals, and much like their teachers, supported the program on the basis of its demonstrated utility. The principals knew who was responsible for the program and who to turn to when they needed assistance.

- Richland Two EECE staff and director were cited again and again for their responsiveness, availability and demonstrated commitment to the career education effort. The administrative hierarchy in the Richland Two must be commended for its vision in hiring good people and letting them do their job.

Recommendations

IBEX, as a result of its evaluation report and its overview of Career Education in Richland District Two, submits the following recommendations for consideration:

- While preliminary, two groups of students have been identified as having unique requirements, the free lunch and rural groups. Further assessment of their career needs, aspirations and strengths should be made. The evaluator realizes the difficulty of isolating these groups but their needs are unique.

- While EECE is now in a reduced funding state, the gains demonstrated over the federally funded portion

of the effort should not be allowed to lapse. This can be accomplished by continuing teacher inservice, developing a program for principals and instituting a method of internal program dissemination.

- The success of EECE in Richland's School District Two should be shared with other school systems. An aggressive, multi-media program of dissemination should be instituted either by bringing educators to the district or allowing the director to respond in person to requests for information. Richland Two has a good story to tell and it should be told.

- An internal method of program evaluation should be instituted in an effort to document, longitudinally, the progress of the program and to provide feedback to decision makers.

- The currently diminished circumstance nationally of public education will dictate the elimination and reduction of some areas of school system programs. To eliminate or fail to support adequately this program would be an error of the basest sort, as it is not an addition to the school curriculum but has, indeed, become the rationale of the curriculum in Richland Two.

SECTION II. PROGRAM OVERVIEW

In November of 1972, the Board of Trustees of Richland District Two adopted a resolution which endorsed: 1) the use of the career education concept as a model around which the curricular activities of the school district should be devised; 2) the infusion of the career education concept into every classroom activity, guidance function, and other school activity involving student experiences; and 3) the consolidation of available sources of funding from the federal, state, and local levels to accomplish the task of establishing a comprehensive K-12 career education program in School District Two. Prior to the adoption of the Board's resolution, all of the district's teachers, principals, and central administrators participated in a series of pre-service workshops that focused on various aspects of a comprehensive career education program. During the school year that followed, many opportunities were developed for administrators, teachers, and other staff to further explore the concept and begin specific planning.

One of the immediate concerns was how to best serve the entire student population, which numbered over 10,000 and was spread among six elementary schools, a middle school, a junior high school, a combination middle and junior high school, and a senior high school. Although the district includes nearby rural areas, it is generally classified as a suburban school district on the outskirts of the city of Columbia. Sixty percent of the student body comes from homes where the family income is well above average for the area, while approximately twenty per-

cent of the students represent homes which are classified as disadvantaged. The remaining student population is composed of middle income families and, to a certain extent, transient military families from nearby Fort Jackson and other surrounding installations. Sixteen percent of the district's students represent minority races.

While middle and upper income level children are generally aware that a need exists for post secondary training, there is little understanding of the many avenues open to them. The importance of personal characteristics, interests, and abilities, as they apply to future education and training, is rarely stressed. Too little effort is made to acquaint students with the economic aspects of our society. Often both parents are working and have neither the time nor expertise to orient the child to various career possibilities. The military family may, in addition, be characterized by an absent father, further complicating any information/exploration emphasis which could take place within the family. Regardless of the family's income level, the lack of these experiences in the home dictates that the schools move in the direction of meeting these needs for all students, while at the same time strengthening the basic curriculum offerings.

It was with this in mind that School District Two sought additional funding under Public Law 90-576, Part D, Section 142(c), which was granted effective July 1, 1973 through June 30, 1976.

The overall goal of the resulting career education effort was to develop and implement a comprehensive career education program that was to increase the involvement of students in the on-going educational process and also prepare them to select and pursue a career. To this end, there were several categories of activities that were stressed, including professional development, a curriculum planning process, teacher and student participation, community involvement, student placement and follow-up, and continuation of the program beyond federal funding. A second but equally important goal was to develop this exemplary program in such a way that it could serve as a career education process model.

To accomplish these goals, a staff of five professionals and three assistants was employed in the late spring of 1973. This group functioned to organize and oversee the project, to disseminate information about it, to assist teachers in planning career education activities, to facilitate the implementation of these plans, to establish and operate a placement service, to implement a follow-up system, to assess and meet the needs for additional, related programs, and to coordinate with and contribute to the district's overall educational effort.

After a brief period of initial organization, the staff conducted a workshop for district administrators to involve them in defining career education and planning for its implementation. Then, during the summer of 1973, orientation sessions were held for all teachers K-9, while high school teachers

participated in individual orientation meetings during the school year. In addition to these formal sessions, staff members worked throughout the year and during the two years that followed with all teachers on a regularly scheduled basis to clarify the career education concepts and to assist them in developing plans to infuse these concepts into their curriculum. During the first year of the project, K-9 teachers were the main focus of project attention, while at the high school level, a Task Force of teachers, counselors, and administrators provided direction and leadership in orienting teachers, piloting activities, and developing an approach for the high school career education program. During the second and third years, all teachers at the high school level were involved in the program and the task force was dissolved.

As a part of the overall effort, teachers utilized the community as a learning resource. To further this goal, participants in summer workshops compiled information from over six hundred businesses, industries, and agencies who were willing to provide field trip sites, speakers, or materials to enhance classroom instruction. The community, which was the target of an extensive publicity effort to increase their understanding of career education, became heavily involved in assisting teachers with classroom activities. These and other similar efforts should result in both motivation and justification for continuing the career education effort beyond federal funding. Another aspect of community involvement was the Community Advisory Committee, made up of fourteen recognized business leaders who represented local companies and service institutions,

and the Post-Secondary Education Committee, made up of representatives from the five major higher education institutions in the Columbia area.

A Placement Office, established by the career education effort at the high school, offered students and former graduates assistance in securing part-time and full-time employment as well as exploration experiences and volunteer service opportunities. This office has also designed and coordinated a comprehensive follow-up survey of 1973, 1974, and 1975 graduates.

Dissemination activities were emphasized to explain the program to the community as well as to encourage teacher participation. Such activities were also utilized to demonstrate this district's career education effort to other school districts in South Carolina and in other states.

In general, the staff, the district administration, and the various school faculties felt that the career education effort made extraordinary progress in the first three years toward accomplishing the major goals previously identified. Administrators, teachers, librarians, and counselors gained a basic understanding of the career education philosophy, its areas of emphasis, and the process for incorporating these into the curriculum. The vast majority of the teachers and students in grades K-12 were involved in career education activities, and a firm foundation was laid for the continued involvement of all teachers and students in the years to come.

Through the general feelings of district personnel and the staff and through the second-year evaluation conducted by IBEX, Inc., it was concluded that the second year of operation was successful. The program components that led to this success can be examined in the evaluation report for the 1974-75 school year. The general design of last year's evaluation was continued into the 1975-76 evaluation. A final area of concern for this year was the summative evaluation of the program's impact on Richland Two and recommendations to that effect in this report.

SECTION III. THE EVALUATION CONCEPT

A close examination of the expanding literature on educational evaluation indicates a transfer of the focus of attention from philosophical discourses on the need and desirability of educational evaluation to a critical appraisal of the tools and methodologies available. This shift in emphasis has paralleled the realization that evaluation can be an aid to rational thought and action within the decision making process. In order to approach the study of educational evaluation in a systematic manner, we must conduct a more thorough examination of its components and elements than is generally found in the literature.

Evaluation is a continuous process, and involves the constant re-examination of programs, trends, policies, and tendencies so that rational decisions can be made between competing alternatives. Evaluation is not an end, but a means for making better use of the resources available; it provides the information required for guiding the future course of an enterprise. Since evaluation is future-oriented, it becomes imperative that decision makers requiring information learn to identify these information needs.

Educational evaluation can be usefully defined as follows:

> Evaluation is the process of clarifying a set of decision needs and collecting, analyzing, and reporting information to alleviate those needs.

This definition includes several different elements. A short discussion of these elements will serve to clarify the meaning of the above definition and present some of the topics which will be expanded in later sections.

1. Evaluation is a Process . . .

   Evaluation is a process, i.e., a continuous activity requiring an expenditure of resources in order to be sustained. Evaluation as a process should be distinguished from a "plan". A "plan" is a set of decisions impacting on the future and can be developed through evaluation feedback or through some other method of decision making.

2. Of Clarifying . . .

   The evaluation process seldom includes the definition of information needs. This is the province of management. The role of evaluation is to clarify these identified information needs in such manner that valid data can be secured to alleviate these management needs.

3. A Set of Decision Needs . . .

   Information needs seldom are singular in nature. More often, a decisionmaker requires information on a number of variables, many of which are inter-related. "A set of decision needs" then, refers to a systematically inter-related matrix of choices among alternatives.

4. And Collecting . . .

   The collection of information which will impact on the decision making process involves an economically selective approach. Rarely is no information available which will impact on a decision situation. Generally, there is an abundance of information, and the problem becomes one of maximizing the amount and quality of the information collected within fixed resource constraints.

5. Analyzing . . .

Analysis involves the massaging of the collected information in such a way that the decision needs can be best alleviated. Just as the collection element involves a number of options and requires selectivity, so does the analysis element. More commonly, evaluation data is massaged too little rather than too much.

6. And Reporting Information . . .

All previous elements are academic exercises unless the results of the evaluation process can be communicated to the right decisionmakers in a timely, precise, and readily understandable format and language.

7. To Alleviate Those Needs . . .

The alleviation of need implies that the preceding elements of the definition were adequately realized. As previously mentioned, evaluation is not an end in itself; the end, rather, is the provision of accurate information to decisionmakers. The decisionmakers solicit this information in the hope that an adequate knowledge base can be realized.

Information Based Evaluation

The strategy upon which this design document builds is called Information Based Evaluation (IBE)*. This strategy has been successfully implemented on some forty projects at both the state and local level over the past several years.

The concept of information utility is the overriding

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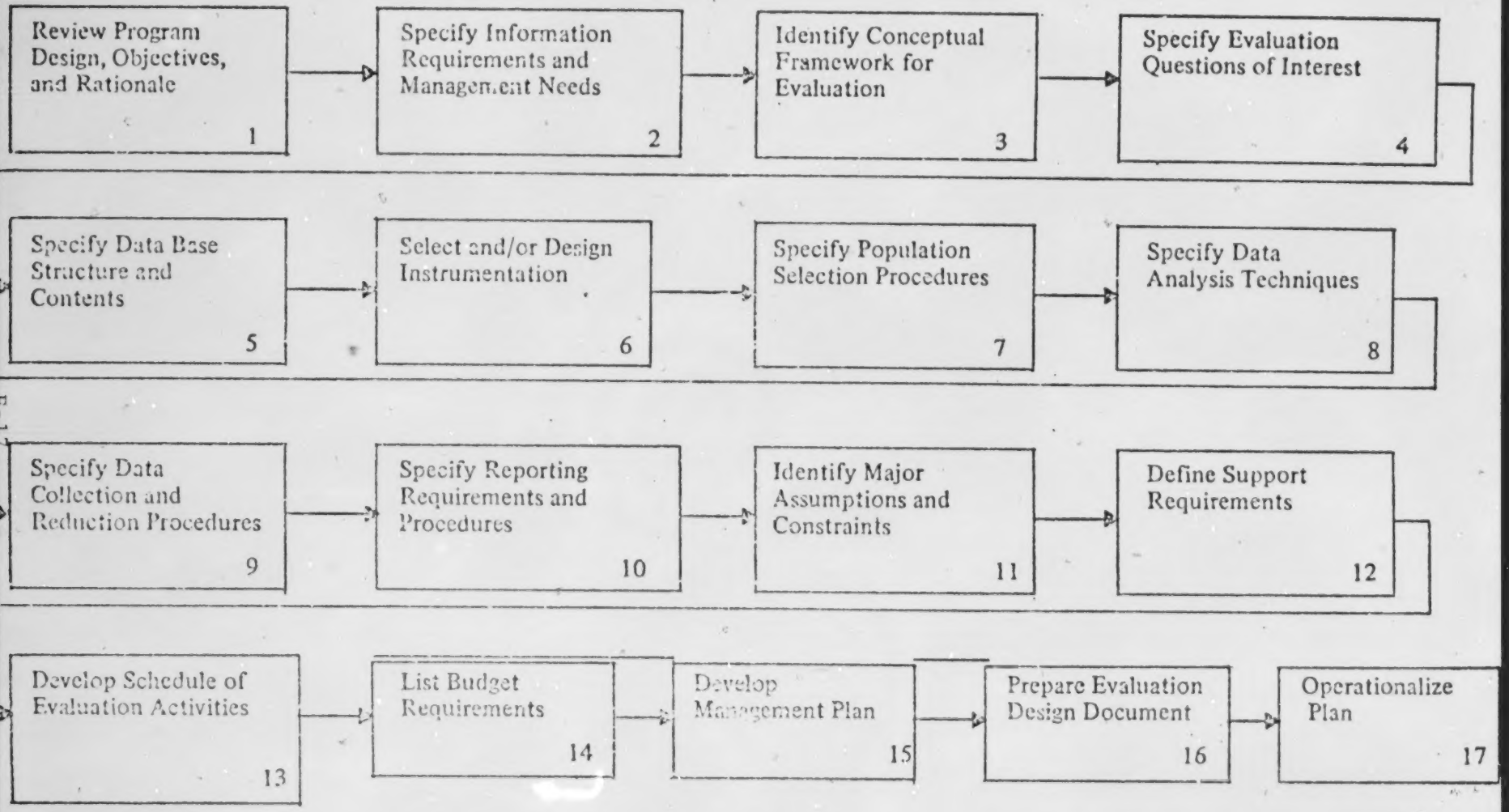
*A. Jackson Stenner, Information Based Evaluation Series Book 1: An Overview of Information Based Evaluation: A Design Procedure, Arlington, Virginia IDEA, Inc. 1972

FLOW CHART FOR DEVELOPING AN EVALUATION DESIGN



characteristic that differentiates "good" evaluation from "poor" evaluation and differentiates undisciplined data collection from information gathering. Judged by even modest standards of utility, educational research and evaluation has a pitifully poor record, and the unfortunate educational manager or policy maker operating within this void must sift through mountains of data for those kernels of desired information.

In the social sciences in general, and in education in particular, the mechanisms do not exist for supplying information to those who need it. The traditional evaluation mechanism has not added much to the meager research contribution. Theoretically, evaluation should be a suitable mechanism but it has suffered from growing pains and an obsession to separate itself clearly from the research model. The Information Based Evaluation Model, hopefully, suffers from no such obsessions, except perhaps that of adhering strictly to the concept of information utility.

Another contributing factor to the inadequacy of present day evaluations has been the relationship between evaluation and the performance objectives movement. The symbiotic growth these two concepts have enjoyed has served to reduce the full potential of educational evaluation. The crucial role performance objectives play in program management are obvious; however, the question arises as to what place objectives should have in evaluation. The Information Based Evaluation approach views program objectives as a focus of evaluation activity, but by no

means the focus. More traditional approaches to evaluation have used performance objectives as the foundation for the planning and execution of evaluation activities. This procedure is considered inadequate for several reasons:

1. Basing evaluation on performance objectives restricts the focus of evaluation to intended outcomes, thus overlooking unintended outcomes which are potentially just as important.

2. Performance objectives provide a very inflexible basis for evaluation in that they are seldom changed during the program year, and thus, information needs (which are fluid) cannot be adequately addressed.

3. Even if information on the attainment of all performance objectives is provided, important information is invariably ignored because objectives are not developed with information needs in mind, but, rather, are developed as guideposts for program management.

4. Objectives based evaluation often view each objective as a unique area of focus and thus, important relationships are often overlooked.

If program objectives are inadequate as a foundation for evaluation, what are the alternatives? How do we define the parameters of evaluation, i.e., what are the reference points?

In objectives based evaluation, the reference points are the program objectives. In information based evaluation the reference points become the information users for the program and the information domains (needs). Capitalizing on these two reference points, a technique called domain analysis can be used to define and focus the direction of the evaluation.

Information based evaluation should not be considered as "objective free" evaluation. Information based evaluation recognizes the importance of program objectives, but only to the extent to which feedback on the objectives is considered important to information users. The overriding consideration is the type of questions about which relevant individuals desire answers. Priorities are established in both the information domain category (e.g., student cognitive growth) and the information user category (e.g., local superintendent) and the evaluation resources are expended to meet these identified priorities. An additional check on the adequacy of evaluation information is the extent to which the information leads to action. If no relationship exists between information and action, then the adequacy and/or quality of the evaluation effort is in doubt.

In polling the various information users, the evaluation team can often develop evaluation questions that relate to "unintended outcomes" or "shadow benefits". These questions occur because all information users are probably not supportive of the program procedures and/or objectives; thus, their information needs will highlight aspects of the program that would

not receive attention in an objectives based evaluation effort. Program developers and program staff generally have a highly developed commitment for the program and are myopic in viewing the outcomes of the program. The possibility that the program may cause some negative side effects is very difficult for them to comprehend, let alone accept. However, individuals or factions that have been against the program from the start are generally more than capable and willing to identify potential weaknesses and unintended outcomes. Therefore, in serving each information user, the evaluation team can gain a balanced view of the program.

Information based evaluation recognizes that an evaluation must be dynamic if it is to be responsive. Program objectives rarely change during the project year, thus the objectives based evaluation is static and methodical in responding to the information requirements. Information based evaluation accepts the fact that information needs are fluid, and new questions are posed throughout the program cycle. An IBE Procedural Flow Chart can be found on page E-17.

Information based evaluation rests on three major components: information users, information domains, and evaluation questions. At several evaluation design conferences with Richland Two staff, these three components were carefully viewed and given priority rank in the Career Education evaluation. The design conference participants were the Career Education staff, principals, and central administration.

SECTION IV. EVALUATION QUESTIONS

The following list of evaluation questions attempts to blend the directions from the U.S.O.E. Guidelines with evaluation questions that were adopted during the first year of the project. The Superintendent, the Project Director, and the Evaluator felt that they could respond to the Guidelines and meet the information needs of the Project and of the U.S.O.E. Those questions are presented in the Outcome Question/Treatment Group Matrix, Table 1, as well as the following list of questions which are more closely related to local needs:

1. How did students change in relation to the six areas of emphasis in terms of knowledge, attitudes, and behavior? (Note the six areas of emphasis are:

   (1) career awareness and preparation
   (2) self awareness and understanding
   (3) economic awareness and understanding
   (4) attitudes and appreciations
   (5) educational awareness
   (6) decision making

2. How did the following student characteristics affect the answers to the above question?

age	urban/rural environment
race	military/non-military home
economic level	dropout status

3. How did principals perceive the Career Education effort?

4. How did teachers perceive the Career Education effort?

5. Did teacher commitment and involvement with regard to plans, classroom strategies and use of materials to the Career Education effort change?

6. To what degree did teachers infuse Career Education into their classroom activities?

7. Was there an increase in the use of community resources?

8. Was the performance of the Career Education staff effective in the opinions of teachers, principals and other administrators in the following areas:

   conducting inservice;
   assisting with implementation;
   arranging resources?

Outcome Question/Treatment Group Matrix

Table 1 presents the Outcome Question/Treatment Group Matrix required in the Guidelines. Each step necessary for developing the Matrix was carefully followed. Since the steps to complete the matrix were based on working notes between the evaluator and the EECE staff, they are not presented.

TABLE 1

Outcome Question/Treatment Group Matrix

	Elementary K-5	Middle 6-8	High School 9-12
Increased Self Awareness I.C. Do students display a more positive attitude toward themselves?	X	X	X
Increased Basic Skills II.D. Have students increased their level of generally useful decision-making skills?	X	X	X
E. Have students increased their level of generally useful interpersonal skills?	X	X	X
Awareness of Work Values III.B. Do students possess more positive attitudes toward paid and unpaid work?	X	X	X
Increased Work Awareness IV.D. Have students increased their knowledge of the impact of social and technological change in paid and unpaid work?		X	X
Increased Decision Making Skills V.E. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?		X	X
F. Have students increased their active involvement in career decision making?			X
Improved Work Habits VI.E. Do students have a more positive attitude toward responsibility for their own behavior and accomplishment of self-imposed work tasks?	X	X	X
F. Do students demonstrate an increased desire for continuous learning both in school and out?	X	X	X

TABLE 1 (cont'd.)

	Elementary K-5	Middle 6-8	High School 9-12
Increased Work Seeking and Getting Skills VII.B. Have students increased their level of skills required in (a) applying for, and (b) accepting work?			X
Placement VIII.A. How many students have been placed or are engaged in further education, and how does this compare with prior years?			X
B. How many students have been placed in a paid occupation, and how does this compare with prior years?			X
D. Of those not placed in further education or in a paid occupation, how many are engaged in (a) unpaid work consistent with their career plans, and (b) how does this compare with prior years?			X
IX. This area is not applicable to the Exemplary Effort in Career Education			
E. How do students perceive their past preparation for their entry into the next phase of their lives?			X

SECTION V. DATA BASE ELEMENTS

The following data elements are seen as necessary to answer the evaluation questions presented in Section IV and in the Matrix. Elements within each data file will be processed into computer cards and filed there for analysis. Three files are presented: student, staff, and process. Due to limited resources, not all instruments will be available on any single student or teacher. However, for the purpose of this presentation, each file will be shown as complete.

Student File Elements

Student Name or Number
School Assignment
Grade Assignment
Homeroom Teacher
Sex
Race
Military/Non-Military
Urban/Rural
Self Observation Scales:

Primary, Intermediate, Junior and Senior High

Self Acceptance
School Affiliation
Social Maturity
Self Security
Achievement Motivation
Social Confidence
Peer Affiliation
Teacher Affiliation
Family Affiliation
Self Assertion

Occupational Awareness Survey

Attitudes Toward Various Career Fields

Career Awareness Development Inventory

Social Skills
Academic Skills
Economic Awareness

Decision Making Scale

	Decision Integrity
	Group Integration
Skills	Leadership/Assertiveness
Attitudes	Independence/Responsibility
Strategies	Task-Decision Insularity
	Logical Entropy

Teacher File Elements

Name
School
Grade or Subject Taught
Career Education Teachers Survey

Principal File Elements

School
Number of Students
Number of Teachers
Teacher Distribution by Grade
Length of Service Parameters
Working Day Time Allocation
Program Priorities
Program Recommendations

SECTION VI. DATA COLLECTION INSTRUMENTS

The following list of data collection instruments itemizes those instruments selected for use during the 1975-76 evaluation, and those instruments added to that list based on the U.S.O.E. Guidelines. In some cases we have not selected the "recommended" instruments.

Where the recommended instrument is not listed, the deviation was deemed justified on the basis of a need for data comparable to first year and baseline data. Instruments that were used last year are now undergoing further validation, with final standardization and publication anticipated during this year. Thus, maintaining the basic instrument package will continue the integrity of the evaluation and contribute to the development of vitally needed career education measures.

Students

Self Observation Scales (SOS) Grades K-12 - A measure of student self-concept at the primary (K-3), intermediate (4-6), junior high (7-9), and senior high (10-12) levels. Scales include: Self Acceptance, School Affiliation, Social Maturity, Self Security, Achievement Motivation, Social Confidence, Peer Affiliation, Family Affiliation, Teacher Affiliation, and Self Assertion.

Occupational Awareness Survey (OAS) Grades K-12 - A measure designed by IBEX and used to determine if the student is aware of career possibilities and if he sees dignity in all work. Score on items and item distribution rather

than on students or class.

Career Awareness Development Inventory (CADI) Grades 6-12 - A measure developed by IBEX to determine if students can relate social and academic skills learned in school to occupational requirements. Subscales include social skills, academic skills, and economic awareness.

Decision Making Scale (DMS) Grade 6-12 - An instrument to determine the level of decision making skills, attitude toward decision making, and decision strategies.

Teachers

Career Education Teacher Survey - A teacher instrument used to determine level of use by teacher of certain practices suggested by the career education effort.

District Two Administration

Career Education Survey - A new instrument used to determine principal perception of career education.

SECTION VII. SAMPLING PLAN

The sampling plan implemented in the Richland School District Two career education evaluation was based on the total enrollment in the district. This was necessary since all students in the unit were involved in the project. There are about 10,401 students in the system, approximately 450 teachers and ten principals.

Matrix Sampling

Although all students are involved in the EECE, all students did not take all instruments. Time and funds were two important constraints that had to be considered. Using matrix sampling for random selection, each class took one of the instruments. For planning purposes, a class was considered to be 30 students and one teacher. In the past years' evaluation, students were asked to respond to two instruments per grade level.

Each grade level (K-12) was plotted as shown in Figure 1 to assure that all students were involved, but that no students took more than one hour in EECE testing.

For EECE teachers and principals, the total group was polled with each designated instrument.

FIGURE 1

Exemplary Effort in Career Education
Richland School District #2
Example of Matrix Sampling Approach
for Grade 7

Grade 7 / Test — School/Teachers	SOS	OAS	DMS	CADI
School A: Teacher 1	X			
Teacher 2		X		
Teacher 3			X	
School B: Teacher 4				X
Teacher 5			X	
Teacher 6		X		

SECTION VIII. EVALUATION CONSTRAINTS

No evaluation effort is devoid of constraints or limitations. Thus, it is imperative that these constraints be considered from the beginning of the evaluation and the procedures be established to work within these constraints. Two major constraints, time and resources, are of primary importance.

For this evaluation effort, $9,800, or seven percent of the gross Federal budget, was allotted. It was necessary to delete some desirable information needs, especially many process instruments, to stay within this constraint. Principals agreed to one hour of student time in the spring assessment periods. To meet this constraint, a modified sampling matrix using test, grade and class as variables was adopted. Thus, not all students took all tests. Each student in the sample had one hour of actual testing.

All students in Richland School District Two, with the exception of the high school which operated on a task force basis for the first year, participated in the career education project. Thus, no control group was possible for the study. Finally, since career education was to be infused into the instructional program and not isolated as a specific area, the determination of cause and effect relationships was not considered a part of this evaluation.

SECTION IX. EVALUATION RESULTS

In order for the results of the evaluation of the project to fit more usefully into its ongoing operation, we have chosen a somewhat unique approach to reporting the results. Our results will be presented in the sequence as the six areas of emphasis which are the pivotal points of EECE. For the more traditional reader, the results on an instrument-by-instrument basis are presented as the Appendix A. It is from this Appendix (A) that we draw our data; however, instrument subscales and items are reported as they relate to the areas of emphasis, and thus, are frequently drawn out of sequence from the Appendix (A). It is our purpose to show the suggested degree of accomplishment within each area of emphasis. Each area of emphasis has been presented in full in an earlier report and is included in Appendix B.

A. Career Awareness and Preparation

Parts of two of the instruments assessed certain phases of career awareness and preparation. These instruments are the Occupation Awareness Survey (OAS), elementary and secondary levels, and the Career Awareness Development Inventory (CADI).

Results of the OAS, which was administered in the spring of 1976 are presented in tables 19 through 30 in Appendix A. Table 31 through 41 present the results of the CADI. The tentative conclusions that can be drawn from the data are:

- The composite (Job Awareness Quotient- JAQ) scores for grades 1-3 are generally normal* with little differentiation between career categories. This is a continuation of the pattern of the previous two years' evaluation at this grade level. Individual JAQs for class groups show variability, but no particular occupational area is selected to the exclusion of any other to any marked degree.

- The analysis of variance conducted over selected variables, Table 20, indicates some interesting findings. The free lunch group across grades 1, 2, 3 showed a significantly higher preference for unskilled and trade occupations and a significantly lower preference for the technical and professional occupations.

- It should be pointed out that the categories (selected variables) and student groups are not mutually exclusive and therefore any finding concerning significant differences should be viewed with some reservation.

- The special service group across grades 1, 2, 3; Table 20 showed significantly higher preference for the

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* It is helpful to view these scores in a way similar to the traditional way we have viewed the IQ score. Scores in the 90-110 range are normal. Scores in the 75-89 range indicate some low normal acceptance of a particular occupation. Scores below 75 indicate a rejection by students. On the other hand, some scores from 110-125 indicate high acceptance rates, and above 125 indicates a highly popular occupation.

technical occupations and significantly lower preference for the semi-professional occupations.

- The rural, military, and special services group, Table 20, showed no significant preference for any occupational field.

- The results of the elementary OAS continues in the pattern established in the prior two years. Some occupational selection is beginning to take place at the 4-6 grade levels. Students seem to be selecting away from the unskilled category (Tables 21-23). The technical categories seem to be favored but not to any extreme degree.

- The results of the analysis of variance across the selected variables (Table 24) shows that the most pronounced occupational differentiation is taking place in the free lunch, rural, and special services group.

- The free lunch group significantly selects the unskilled and trade occupations more often than the grade 4-6 group. The free lunch group shows significantly less preference for the technical and professional occupations.

- The rural group selects for the unskilled and against the professional significantly more so than its counterparts in grades 4-6.

- The special service group shows significant preference for the unskilled and semi-professional occupational field.

- The results of the secondary OAS (Tables 25-30) continues to indicate a continuation of the last two years' trend. Students in the 7-11 grade group are showing pronounced job discrimination. In this grade grouping students show a preference away from unskilled and trade occupational fields and a preference for the technical and semi-professional occupational fields.

- The results of the analysis of variance (Table 30) shows an expansion of the trend indicated in the other levels of the OAS. The free lunch group selects significantly, for the unskilled and trade occupations and against the technical and professional occupation fields.

- The rural group selects significantly for trade and against technical occupational fields.

- The military group selects for the technical field but does not indicate a preference for or against any other occupational field.

- The dropout group has a very small membership and therefore its significant preference for technial occupations should be viewed with some jaundice.

- The special services group selects, significantly, for the unskilled and trade occupational field and significantly, against technical and professional occupational fields.

- The results of the CADI (Tables 30-41) shows a replication of the pattern established in the prior two years. The scores of all three scales increase as the grade level increases. This could be the result of an increase in reading ability and not any real increase in scores on the scales of the CADI. Since no correlations with reading achievement have been conducted, no statement can be made with certainty regarding this possibility.

- The analysis of variance of the grade 6-12 group (Table 41) shows significant differences in the various groups. This confirms the trend established in the OAS. The aspiration level of the free lunch and rural groups are significantly lower than the total group. All four variable groups, free lunch, rural, military and dropout groups are significantly lower than the total group in academic skills. Free lunch, rural and dropout groups are significantly lower in social skills than their grade group.

Summary

The pattern that emerges from the results of the OAS and CADI parallels the pattern of the previous two years. Students begin to differentiate career options as grade levels increase. This differentiation seems to favor careers with some post high school training, but not the extensive training required for the professional field. As grade level increases, not all students seem to see the dignity of all work as selection seems to be taking place away from occupations with low social status, pay, and training requirement.

The exception to the shift from careers of unskilled and trade to technical, semi-professional and professional occurs consistently in the rural and special services groups. While these groups seem to select significantly for trade and unskilled, they tend to significantly select away from career fields requiring extensive preparation. This result seems to be confirmed for the rural and special services group by their significantly lower aspiration on the CADI.

The fact that the groups discussed are not mutually exclusive categories does not diminish the usefulness of the information provided by the OAS and CADI. The scores and variable group comparisons indicate that the rural and special services groups are getting their information about possible life choices from their extrinsic environment. It can be also argued that these groups are more realistic in their career choices and are keenly aware of their own limitations.

Lacking any information on the latter assumption, we can tentatively assume that the rural and special service group should be singled out for special attention.

B. Self Awareness and Understanding

The Self Observation Scales (primary, intermediate, junior and senior) were administered in the spring of 1976 in order to explore growth and change in student self awareness and understanding. The primary Level Self Observation Scales consists consists of the following subscales:

Self Acceptance
Social Maturity
School Affiliation
Self Security

The intermediate level of Self Observation Scales consists of all the above subscales, plus three others:

Social Confidence
Peer Affiliation
Teacher Affiliation

The junior and senior Level Self Observation Scales consists of the following subscales:

Self Security	School Affiliation
Peer Affiliation	Social Confidence
Teacher Affiliation	Self Assertion
Family Affiliation	Self Acceptance.

Results of the administration of the primary SOS are presented in Appendix A in Tables 2 through 5; the intermediate SOS results in Tables 6 through 10; the junior and senior SOS results

in Tables 11 through 18. The results of the SOS are displayed in Appendix A in both tabularly and graphic form. The scale scores are graphed; this is not meant to imply a continuum. Work continues at National Testing Service to define the exact nature of the relationships. Another word of caution is in order on the interpretation of the results of the SOS. Very high scores or very low scores (one standard deviation or more from the mean) should signal to the monitor of the results that further investigation is in order. Consistency across all scales of the instrument is to be preferred.

The authors have made an attempt to list, where available, the student scores of the SOS over a three year period. Some scales such as Achievement Motivation are no longer a part of the current edition of the SOS and thusly are not reported for the current year's results. In other cases, the junior and senior SOS instruments were not available in the 1973-74 school year.

Another measure of students' self concept taken in the 1973-74, 1974-75 school years utilized the Self Appraisal Inventory. This instrument was deemed unnecessary in this evaluation as the junior and senior SOS covered the same areas of student outcome. The student results on this instrument can be read in the 1974 and 1975 annual evaluation reports.

The results of the various levels of the SOS, administered in the spring of 1976, are presented in Tables 2 through 18. The tentative conclusions that can be drawn from the data presented are:

- The results for grades 1, 2, and 3 more closely approximate the national norms than in the previous two years of the program. This would seem to indicate that the program is not stressing any one component of the student's self concept but has functioned at a more unified approach.

- The analysis of variance over the selected variables; rural, military, free lunch and special services, does not show any significant difference in these class groups. Some significant differences were noted between grade levels but these were expected and cannot be considered a program outcome. No table is presented.

- The intermediate level of the SOS for grades 4, 5, and 6 shows less variability over all scales than the previous years reported. Students in grades 4 and 5 seem to score lowest in Self Security.

- Significant differences were noted for the intermediate grades 4, 5 and 6 across selected variables, see Table 10. The free lunch group and the special service group were significantly lower on five of the seven scales than the total class group. The rural group was significantly

lower on Social Maturity, Social Confidence and significantly higher on School Affiliation. The military group was higher on Social Maturity and lower on School Affiliation than the total class group.

- The results of the junior high SOS (Tables 11 through 14), available for the years 1974-75; 1975-76, are generally a repeat of the pattern established in the first year the instrument was used (1974-75). No significant change was found from this year to last, although some wide variations in scores are in evidence (see Tables 11-14). The one-way analysis of variance over selected variables fails to show any statistically significant differences among the groups. No table was presented on this finding.

- The combined results, grades 7, 8 and 9, of the junior high SOS (Table 11) shows this group to be strong in Social Maturity and Social Confidence. The other scores approximate the national norm with a weakening in School Affiliation. A lowered School Affiliation is not remarkable at these grade levels as students tend to identify more with their peers.

- The results of the senior high level of the SOS (Tables 15 through 18), grades 10, 11, and 12, fail to show any remarkable differences among the scales except

for grades 11 and 12. Grade 11 more closely approximates the national norms across all scales with the preponderance being higher than the national norm. Grade 12 is consistently higher than the national norm across all scales. No significant differences of note were found across selected variables in this class group; no table being presented for this finding.

Summary

The results of the SOS across all grade levels seem to indicate that this portion of the project is enjoying continuing success. As noted in the results of the analysis of variance, some groups, notably the free lunch and special services groups, have some problems with self concept on some of the scales. It can be postulated that because of their school status they are beginning to feel some social stigma. The evaluators, not having observed students, cannot state how a student is identified as being in one group or the other or that any actual ostracism of criticism of their out of school life is taking place. It could be assumed that students become more aware of themselves as unique individuals in grades 4, 5, and 6 and that this awareness is effecting their scores.

C. Economic Awareness and Understanding

Two subscales of the Career Awareness Development Inventory (Social Skills and Academic Skills) and the total Occupation Awareness Survey were used to assess the economic awareness and understanding of EECE children. The determination of the success in implementing this area of emphasis was our second most difficult task. Concepts considered a part of this area were difficult to measure and, in many ways, overlapped other areas of emphasis.

- The overall results of the OAS, discussed previously, indicate that economic awareness is being gained by the students. They seem to be making career choices which do not require extensive education, but have a measure of economic security and mobility attached to them. Students do, however, seem to be selecting away from lower socioeconomic jobs, with the exception of the rural group as noted.

- The results of the CADI generally support the findings of the OAS with the free lunch and rural groups being significantly lower on all the scales (Table 41). The military group was significantly lower on the academic skills scale. The dropout group, while significantly lower on scales, can be dismissed because of the very small population size.

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- The results of the CADI across all grade levels (Tables 34 through 46), 6-12 are a repeat, essentially, of the previous year's patterns. While the results on all grades this year are above the mean, the pattern of low social skills, higher academic skills and lower aspiration levels is a repeat of previous findings. What effect social and academic skill level has on job choice is problematic. In other words, do low scores on those scales reflect realistic choices for the locale a student finds himself in?

- The fact that the total student population taking this instrument scored above the mean can be considered as indicating that this area of emphasis is being implemented. The difficulty in the measurement of this area is compounded by the difficulty that teachers have in implementing this area of emphasis; see 1974-75 evaluation.

Summary

The results of the OAS and the CADI would seem to indicate that choices are being made on economic issues and that students are integrating information that they are receiving from school and from home. The results of these two instruments would seem to indicate that the free lunch and rural groups would require some additional attention and increased programmatic emphasis.

The lowered aspiration level consistent across the three years of evaluation would suggest some further local inquiry into this aspect of student career awareness

D. Attitudes and Appreciations

Student attitudes and appreciations were assessed by the following subscales from the SOS series listed earlier:

School Affiliation
Peer Affiliation
Teacher Affiliation

Attitudes and Appreciations, as an area of emphasis, deals not only with attitudes toward others, but attitudes toward occupations, wage earners and other forms of human endeavor.

- School Affiliation for grades 1, 2, and 3, Table 2, approximates the national norm. Over the three years that this component was measured, substantial variability occurred (Tables 3 through 5) The reason for this variability can only be guessed at as a result of differences in class groups across the years and changing environmental factors.

- For grades 4, 5, and 6, Table 5, School, Peer and Teacher Affiliation are close to the national norm but are lower, slightly, than the norm. The individual grade results (Tables 7 through 9), show some variability across the three scales over the three year period. Of the three scales, School Affiliation

shows the most variability. This is consistent with the findings in the primary grades.

- For grades 7, 8 and 9, Table 11, the results for 1975-76 approximate the national norm with School Affiliation being lower than Teacher and Peer Affiliation. Over the two year period that this measurement was taken, the scores increased (Tables 12 through 14) as grade level increased. This could indicate a changing of loyalty structure as a result of program emphasis on school affiliation; however, maturation was consistently depressed in relation to the other scales.

- For grades 10, 11 and 12, Peer, Teacher and Social Affiliation are above the mean, Table 15, and show a rise in School Affiliation and Peer Affiliation with Teacher Affiliation being somewhat retarded. Over the two year period that this measure was taken, high variability was in evidence; Tables 16 through 18. This the evaluator considers a result of low populations taking the instrument and not totally a result of program effect.

- Of note for this grade 10, 11 and 12 group should be the fact that School Affiliation increases, generally except for 11th grade, as grade level increases. This could be explained by the possibility that school takes on a

more important social role in students' lives and they tend to identify more with a particular school than they did in previous school experiences.

Summary

The use of only three scales of the SOS are not enough to validate the efficacy of this area of emphasis. We can say with certainty that student perceptions of themselves and those around them, both people and institutions, change as they mature. This is not totally a result of the programs, but a function of physical, emotional and cognitive growth as students grow older. With some evidence, however, from the OAS, we can state that changes are occurring with students and their attitudes toward the dignity of all work, workers and any human endeavor.

Students seem to be becoming more assured of their own abilities and uniqueness and do seem to be making choices relative to their perceptions of the extrinsic environmentally based options.

E. Educational Awareness

To assess the degree of awareness in implementing this area of emphasis, the Career Awareness Development Inventory (CADI), (Tables 34 through 44) (three subscales: Social Skills, Academic Skills and Aspiration) was used, as well as the Teacher and School Affiliation scores of the SOS (Tables 2 through 18). This data is presented in full in Appendix A.

An examination of this data reveals that:

- The aspiration levels of students on the CADI is uniformly depressed in relation to the social and academic skills scale. It is, however, still, in all grade levels, above the norm. The pattern shown by the CADI over the three years it has been administered is unique to this school district and would lead to the conclusion that program effects have been consistent over the run of the program.

- Most students are getting the message that there is a relationship between education and careers. Of note (Tables 20,24,30) are the rural and free lunch groups across all grades which seem to be significantly lower in this area of perception. Whether they consciously reject the idea of further education or are consciously opting for careers which do not require a great deal of preparation cannot be stated.

- The results of the SOS on the Teacher and School Affiliation Scales (Tables 2 through 18) indicate that School Affiliation rises with grade level except for grades 4, 5 and 6, where it drops slightly Tables 6, 11 and 15 show that student School Affiliation, generally, rises with the grade level.

Summary

The data would indicate that student perceptions of school, as a place, improves with grade level. The same trend occurs, except as noted, for Teacher Affiliation. Student social, academic skills and aspiration level are consistently well above the norm. Based on these findings, we can postulate the hypothesis that students are educationally aware. The findings, coupled with a local follow-up study of students' later executed career plans, would confirm their hypothesis.

F. Decision Making

This area of emphasis, decision making, is most difficult to measure. Several major test publishers have been at work trying to design an instrument which will measure this student outcome area of career education. IBEX has developed several approaches to and versions of a decision making instrument. Our lack of success in this area has not been in vain, as each year we get closer to a reliable, valid and logically sound instrument. The current edition used in this year's evaluation is a one-hundred question factor scored instrument normed in the 1974-75 school year. Work continues on the instrument.

For this reason, no comparison is made across the run of the program. The forms were different as well as the scoring. Readers wishing to review the results of previous years are directed to the applicable prior year's evaluation reports.

- The results of the Decision Making Scale (Tables 31, 32, and 33) indicate that students in Richland Two have a very intact decision making proclivity. Some differences do exist between grade levels but the pattern of results, Tables 21 and 32 is consistent.

- Grades 6, 7, 8 and 9 have more variability around the mean on the individual scales than do grades 10, 11 and 12 and this could be the results of less maturity and more irrational decision making. This, of course, is speculation on the evaluator's part.

- The results of the analysis of variance, Table 33, confirm the results of the OAS, CADI, and the Intermediate SOS. The data indicates that the free lunch and special services group have some identifiable needs as a result of their participation in the group they are in. The free lunch group scores are significantly lower on all six scales. The special services group scored low on five of the six scales.

Summary

The results of the DMS would seem to indicate that this component of the program is meeting with some success. The scores, overall, are above the mean. Some variation, as noted, is taking place and should signal the project staff to the requirement for additional attention to the free lunch and special services group.

APPENDIX A

Self Observation Scales

Student Self Concept

One objective of the Exemplary Effort in Career Education Project at the elementary level is "to enable students to develop a more positive self concept and greater understanding of self". The following explanation is presented as background to understanding the results presented later in this document.

Between the ages of five and twelve, self concept begins to crystallize. During this period (termed the latency period by many authors), the child matures considerably in the physical, cognitive and affective areas. He confronts his environment with an increasingly stable set of feelings, attitudes and behaviors which are based, to a large extent, on his self concept which is, likewise, stabilizing. As the child becomes older he becomes more sure of what he likes and dislikes, who he likes and dislikes, what he enjoys doing and what he dislikes doing, how he sees his future and what he will be doing in this future. He begins to plan and his aspirations and hopes tend to be consistent with the way he values himself, which, in turn, is dictated in large part by how he perceives others value him.

Although the early school years are characterized by a crystallization of self, the child also begins to differentiate. The self concept of the five-year-old is a relatively simple construct. The five-year-old views most things as a dichotomy: people are good or bad, food is good or bad, places are happy or sad places to be, other children are friendly or mean. As the six-year-old enters first grade, new demands are placed on him. He is expected to interact with unfamiliar children and authority figures and, to a great extent, his well being is determined by how successfully he negotiates these new demands. It is these early school years that have a truly profound impact on the child's self concept development. Never before has he been consistently, objectively and sometimes coldly, judged by peers and adults. He is unable to separate himself from his actions so that reprimands and criticism often become viewed as direct threats to self. With this background information we now turn to the correlates of a positive and negative self concept, respectively.

The Positive Self Concept*

Children with positive self concepts are, first of all, confident about their ability to meet everyday problems and demands. They are confident about their relationships with other people and take pleasure in mutual interdependence, in needing others and in being needed. Autonomy and interdependence

* The profiles for a "positive" and "negative" self concept are drawn from the results of the national validation and norming of the Self Observation Scales.

are beginning to take shape. Children with positive self concepts view themselves as desirable and valuable contributors to the well being of those around them. They see themselves as deserving of attention and love and feel they are capable of reciprocating. They compare themselves favorably with their peers and feel that authority figures are supportive and interested in them as individuals. These children tend to be comparatively independent and reliable. These qualities may stem from their feelings of sufficiency and adequacy in new and challenging situations. They are relatively free from anxiety, nervousness, excessive worry, tiredness and loneliness. They report being happy with the way they look and would not change their appearance if they could.

Children with a positive view of themselves enjoy interacting with their peers and see themselves as on a par with their peers in most situations, while occasionally professing superiority in certain areas. They recognize the social consequences of certain "asocial" actions and see the benefits of give-and-take in social interactions. These children are able to admit that they make mistakes and that they sometimes hurt other people, but they apparently do not view these admissions as major threats to self.

Behaviorally, these children are seldom designated as problem children. They usually appear comparatively calm, keep their hands to themselves and, although they are frequently

competitive, they express aggression when external considerations warrant agressive behavior. They express dissatisfaction with their own poor performances but rarely make self deprecating remarks. They react positively to constructive criticism, can accept praise well, and derive obvious pleasure from a job well done.

Scholastically, children with positive self concepts tend to achieve above expectation in reading and mathematics. They tend to attain higher scores on standardized achievement tests than would be predicted from ability tests. These children are positive toward school and view it as a happy, worthwhile place to be.

The Negative Self Concept

Children with negative self concepts are insecure and pessimistic about their ability to meet everyday problems and demands and they are unsure about their relationships with others. They often tend to be either overly dependent and withdrawn or overly aggressive with apparently minimal overt needs for social interaction and, in each case, growth toward autonomy appears stunted and retarded. These children view themselves as undesirable and, through their often inappropriate behavior (which is, although inappropriate, usually quite consistent with the way the children feel about themselves),

they are regularly reinforced in these feelings.* They report not being needed by other people and do not feel that others care about them as individuals. They compare themselves unfavorably with their peers and frequently report being inferior to their peers in age-appropriate activities. Authority figures represent a threat to children with poor self concepts.

These children are threatened in social interactions and prefer to play with younger children. They report a desire to dominate in peer-oriented activities, i.e., always wanting to be first or always wanting to be the leader, and yet, would prefer to play alone if given a choice. They tend to be quitters and are satisfied with poor performance (again, poor performance is consistent with the way these children view themselves). These children find it difficult to admit to even common mistakes and are quite insensitive to other people's feelings.

Behaviorally, these children are frequently labeled as problem children. The acting out, aggressive, verbally disruptive child has a markedly lower self concept than does the "healthy" child. Likewise, the insecure, withdrawn, quiet child also has a negative self concept, but his inadequacies are manifested differently from the aggressive child. These children respond negatively to criticism and, surprisingly, they often respond

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* Modifying the truism from the financial world that "the rich get richer and the poor get poorer", we can say that children with strong self concepts get positive reinforcement and, thus get stronger, while those with weak self concepts get negatively reinforced and thus, get weaker.

inappropriately or even negatively to praise because positive feelings are inconsistent with the way these children feel about themselves.

Scholastically, children with poor self concepts tend to be below average in reading and mathematics. They tend to obtain lower scores on standardized achievement tests than would be predicted from ability tests. These children are negative toward school and view it as an unhappy place to be.

Scale Descriptions

As a measure of children's self concepts, the Self Observation Scales (SOS) were used in this evaluation. The SOS is a direct, self report, group administered instrument comprised of fifty items at the primary level (K-3) and sixty items at the intermediate level (4-6).

The Primary level of the SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name.

The scales are as follows:

SCALE I - SELF ACCEPTANCE

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance, and general competence. They see themselves as being valued by peers, family and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

SCALE II - SOCIAL MATURITY

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perseverance", "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate or immature.

SCALE III - SCHOOL AFFILIATION

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

SCALE IV - SELF SECURITY

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feeling of nervousness.

SCALE V - TEACHER AFFILIATION

Children with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding and generous. Children with low scores on this scale see the teacher as arbitrary, inconsiderate of children, and/or a source of emotional pain.

SCALE VI - PEER AFFILIATION

Children with high scores on this scale consider their relationships with other children to be both of high quality and of considerable importance to them. They see themselves as approved of and valued by their peers. They like to be with other children. Children with low scores do not see their peer relationships as an asset. They see other children as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily.

The Junior High level of the Self Observation Scales is designed for use at grades 7-9. Form A measures nine dimensions of students' affective behavior, while Form B measures the same dimensions, less the Family Affiliation Scale. Each scale is labeled in a positive manner with high scores being most characteristic of the label.

SCALE I - SELF ASSERTION

Students with high scores view themselves as possessing leadership qualities and as being respected by others for these qualities. The emphasis on this scale is on how students believe others view them. Students with low scores see themselves as lacking leadership ability and assertiveness. Three items highly related to this scale are: Other students look to me for leadership; Other students look to me for ideas; In discussions with my friends, my point of view usually wins.

SCALE II - SELF ACCEPTANCE

Students with high scores view themselves positively and attribute to themselves qualities of basic competence, self satisfaction and happiness. They see themselves as being good at a lot of activities and as being confident about their future success. Students with low scores are unsatisfied with their performance and capabilities and are unsure of their futures. Three items highly related to this scale are: I do a lot of things well; I think I will be successful in life; When I look in the mirror, I like what I see.

SCALE III - SELF SECURITY

Students with high scores report a high level of emotional confidence or stability. They report being in control of factors affecting their lives and worry very little about either specific or non-specific fears. Students with low scores on this scale worry a great deal. They report nervousness about non-specific performance expectations and often feel that they worry more now than in the past. Three items highly related to this scale are: I often find myself worrying about something; At times I lose sleep over worry; I worry about losing my friends.

SCALE IV - SOCIAL MATURITY

Students with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They are comfortable around younger children and show empathy in their social relations. They believe in saying what they feel and understand the importance of listening to others. Students with low scores on this scale are socially self centered, lack responsiveness to other people's feelings and are reticent to express their own feelings. Three items highly related to this scale are: When I feel like it, I cry; Younger kids usually bore me; Most of the time I feel sorry for someone who is hurt.

SCALE V - SOCIAL CONFIDENCE

Students with high scores on this scale feel confident of their ability to relate in social situations. They feel confident about their ability to make and keep friends and believe that other people value their friendship. Students with low scores have difficulty making friends and lack confidence in social situations. Three items highly related to this scale are: People who are like me don't have a good chance to be successful; Most of my friends don't care what I think; If people knew what I am really like, they would steer clear of me.

SCALE VI - SCHOOL AFFILIATION

Students with high scores view school positively, enjoy going to school and enjoy the activities associated with school. Students scoring low on this scale see school as a "hassle" that keeps them from doing what they want to do. Three items highly related to this scale are: I like to stay home from school; This school is like a jail; School frequently keeps me from doing what I want to do.

SCALE VII - TEACHER AFFILIATION

Students with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding and generous. Students with low scores see the teacher as arbitrary, inconsiderate of children and/or as a source of emotional pain. Three items highly related to this scale are: My teachers like to help me; When I do something wrong, my teachers correct me without hurting my feelings; My teachers expect too much of me.

SCALE VIII - PEER AFFILIATION

Students with high scores on this scale consider their relationships with other students to be both of high quality and of considerable important to them. They see themselves as approved of and valued by their peers. They like to be with other students. Students with low scores do not see their peer relationships as an asset. They see other students as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily. Three items highly related to this scale are: I make friends easily; Other students are usually fair to me; I can count on my friends when I am in trouble.

SCALE IX - FAMILY AFFILIATION

Students with high scores on this scale report a positive relationships with their parents and family. They see their parents as helping in time of need and as being understanding. Students with low scores don't see home as a place to go when troubles begin. They do not feel trusted by their family and, likewise, do not feel that they treat their family as well as they should. Three items highly related to this scale are: My parents usually understand my problems; My parents do all they can for me; I treat my parents as well as I should.

The senior level of the Self Observation Scale is designed for use at grades 10-12, and measures the same nine dimensions of students' affective behavior as does the junior level.

Scoring of the SOS is based on national norms. For each scale, a child receives a standard score (T score), representing a distribution with a mean of 50 and a standard deviation of 10. National percentile and stanine equivalents of this standard score also are provided. Responses to individual items are not given.

STUDY POPULATION

Total District Enrollment
10,401

Elementary Schools

Conder Elementary
Grades K-5
Enrollment - 666

Forest Lake Elementary
Grades K-5
Enrollment - 694

Nelson Elementary
Grades K-5
Enrollment - 796

Windsor Elementary
Grades K-5
Enrollment - 831

Keels Elementary
Grades K-5
Enrollment - 539

Blythewood Elementary
Grades K-4
Enrollment - 400

Middle Schools

Bethel Middle School
Grades 5-6
Enrollment - 175

Wright Middle School
Grades 6-7
Enrollment - 1656

Junior High Schools

Dent Junior High School
Grades 8-9
Enrollment - 1763

Hanberry Junior High School
Grades 7-9
Enrollment - 259

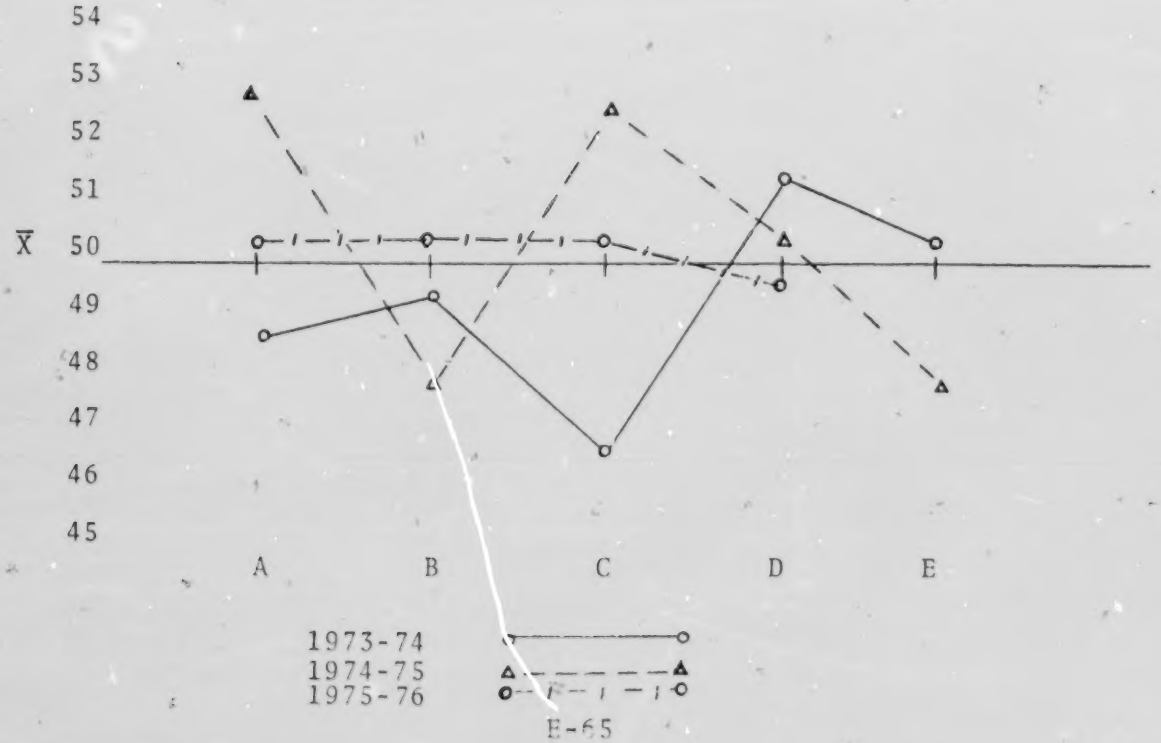
Senior High School

Spring Valley High School
Grades 10-12
Enrollment - 2622

TABLE 2

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Primary Self Observation Scales
Grades 1, 2, 3
Means and Standard Deviations
N=876

	1973-74 (N=789)	1974-75 (N=913)	1975-76 (N=876)
A. Self Acceptance	48.24 (10.12)	52.90 (8.24)	50.076 (6.45)
B. Social Maturity	49.11 (10.11)	47.79 (8.78)	50.178 (7.087)
C. School Affiliation	46.79 (10.64)	52.63 (8.67)	50.10 (5.72)
D. Self Security	51.34 (9.89)	50.30 (8.02)	49.94 (5.89)
E. Achievement Motivation	50.24 (10.07)	47.78 (9.14)	NA

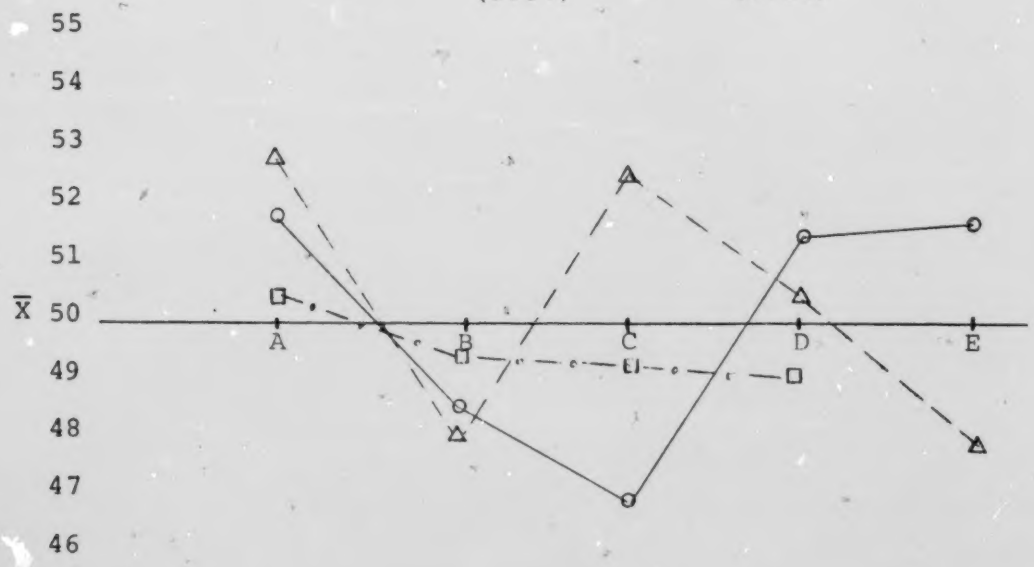


E-65

TABLE 3

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Primary Self Observation Scales, Grade 1
Means and (Standard Deviations)
N(73-74)=290 N(74-75)=265 N(75-76)=321

	1973-74	1974-75	1975-76
A. Self Acceptance	51.74 (9.13)	52.90 (8.24)	50.14 (6.11)
B. Social Maturity	48.44 (10.03)	47.79 (8.78)	49.81 (7.24)
C. School Affiliation	46.79 (11.64)	52.63 (8.67)	49.70 (5.48)
D. Self Security	51.35 (9.89)	50.30 (8.02)	49.35 (5.62)
E. Achievement Motivation	51.38 (9.57)	47.78 (9.14)	N/A



○——○ 1973-74
△- - - -△ 1974-75
□-·-·-·-□ 1975-76

TABLE 4
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Primary Self Observation Scales, Grade 2
N(73-74)=233 N(74-75)=244 N(75-76)=280
Means and (Standard Deviations)

	1973-74	1974-75	1975-76
A. Self Acceptance	46.52 (9.90)	49.11 (9.34)	49.94 (6.90)
B. Social Maturity	47.23 (10.85)	49.69 (8.83)	49.61 (6.87)
C. School Affiliation	44.08 (11.94)	51.08 (10.86)	49.90 (6.47)
D. Self Security	50.85 (9.50)	4894 (8.56)	49.83 (6.25)
E. Achievement Motivation	49.81 (11.05)	49.58 (9.12)	N/A

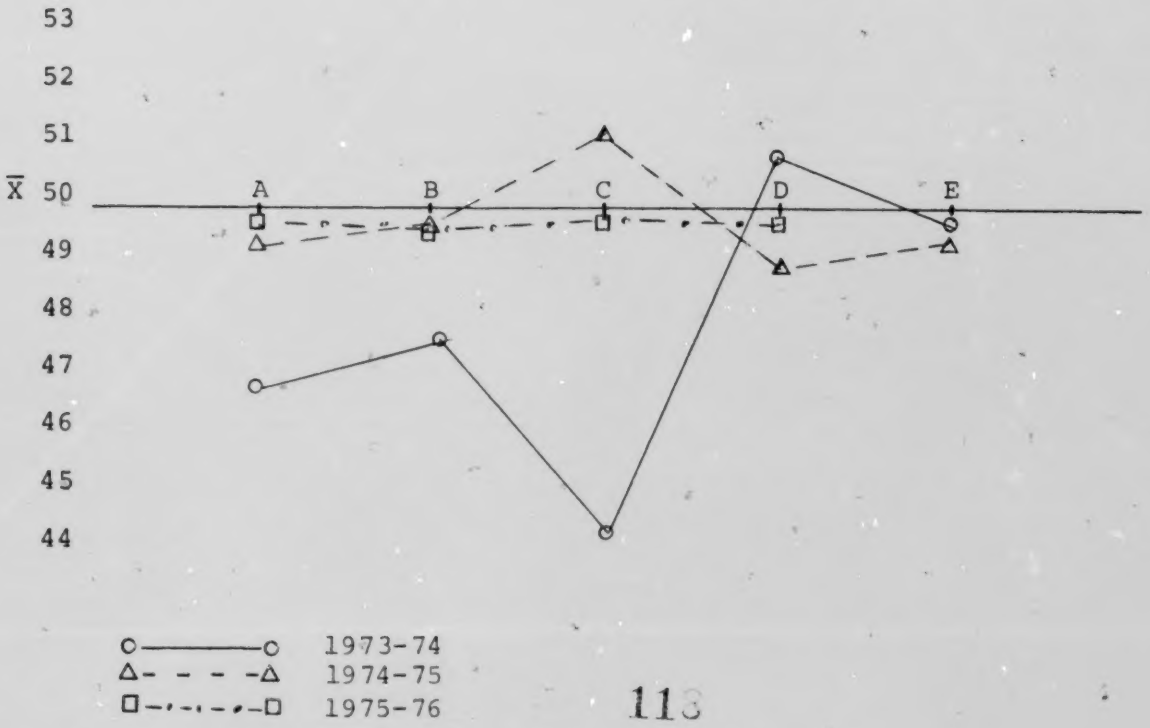


TABLE 5

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Primary Self Observation Scales, Grade 3
N(73-74)=227 N(74-75)=325 N(75-76)=275
Means and (Standard Deviations)

	1973-74	1974-75	1975-76
A. Self Acceptance	46.33 (10.31)	46.67 (10.17)	50.12 (6.34)
B. Social Maturity	52.18 (8.81)	47.88 (8.80)	51.18 (7.04)
C. School Affiliation	46.50 (11.83)	44.78 (12.16)	50.76 (5.10)
D. Self Security	51.42 (9.98)	49.23 (8.48)	50.75 (5.73)
E. Achievement Motivation	49.43 (9.61)	48.55 (10.12)	N/A

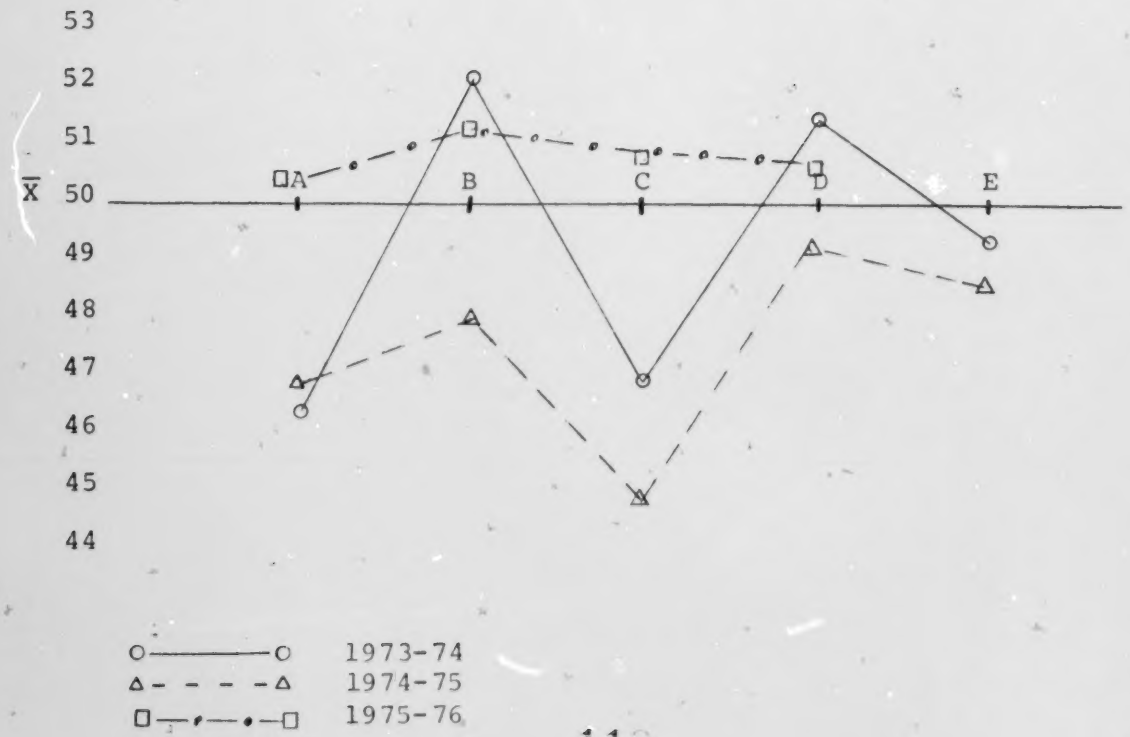


TABLE 6
RICHLAND COUNTY
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Intermediate Self Observation Scales
Grades 4, 5, 6
Means and Standard Deviations
N=812

	1973-74 (N=1227)	1974-75 (N=1019)	1975-76 (N=812)
A. Self Acceptance	49.53 (16.51)	50.09 (10.28)	50.13 (7.36)
B. Social Maturity	48.26 (11.10)	48.93 (10.99)	50.35 (7.92)
C. School Affiliation	50.03 (11.42)	51.07 (10.82)	49.03 (9.17)
D. Self Security	50.06 (10.42)	50.51 (10.29)	48.88 (7.18)
E. Social Confidence	49.16 (10.23)	49.40 (10.38)	49.57 (10.23)
F. Peer Affiliation	49.80 (9.62)	49.95 (9.56)	49.94 (7.26)
G. Teacher Affiliation	49.00 (10.06)	49.91 (9.25)	49.74 (7.88)
H. Achievement Motivation	50.44 (9.97)	50.29 (9.79)	NA

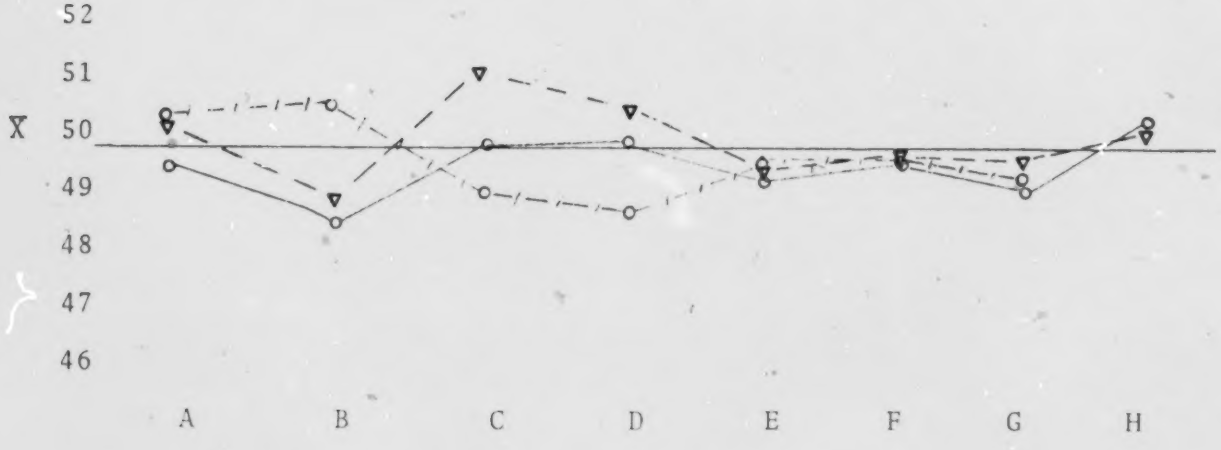


TABLE 7

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Intermediate Self Observation Scales, Grade 4
Means and Standard Deviations)

N(73-74)=390 N(74-75)=296 N(75-76)=287

	1973-74 $\bar{X}$	1973-74 S.D.	1974-75 $\bar{X}$	1974-75 S.D.	1975-76 $\bar{X}$	1975-76 S.D.
A. Self Acceptance	50.07	(9.98)	48.65	(10.47)	49.51	(6.42)
B. Social Maturity	47.19	(11.41)	46.85	(11.49)	50.85	(6.74)
C. School Affiliation	52.07	(11.04)	51.81	(10.85)	48.65	(8.60)
D. Self Security	50.72	(10.39)	49.30	(10.19)	47.46	(6.37)
E. Social Confidence	49.32	(9.83)	47.09	(10.69)	49.15	(10.58)
F. Peer Affiliation	49.11	(9.64)	48.22	)9.56)	49.60	(6.80)
G. Teacher Affiliation	50.20	(9.36)	49.67	(9.26)	49.24	(6.90)
H. Achievement Motivation	51.23	(9.83)	50.48	(9.81)	N/A	

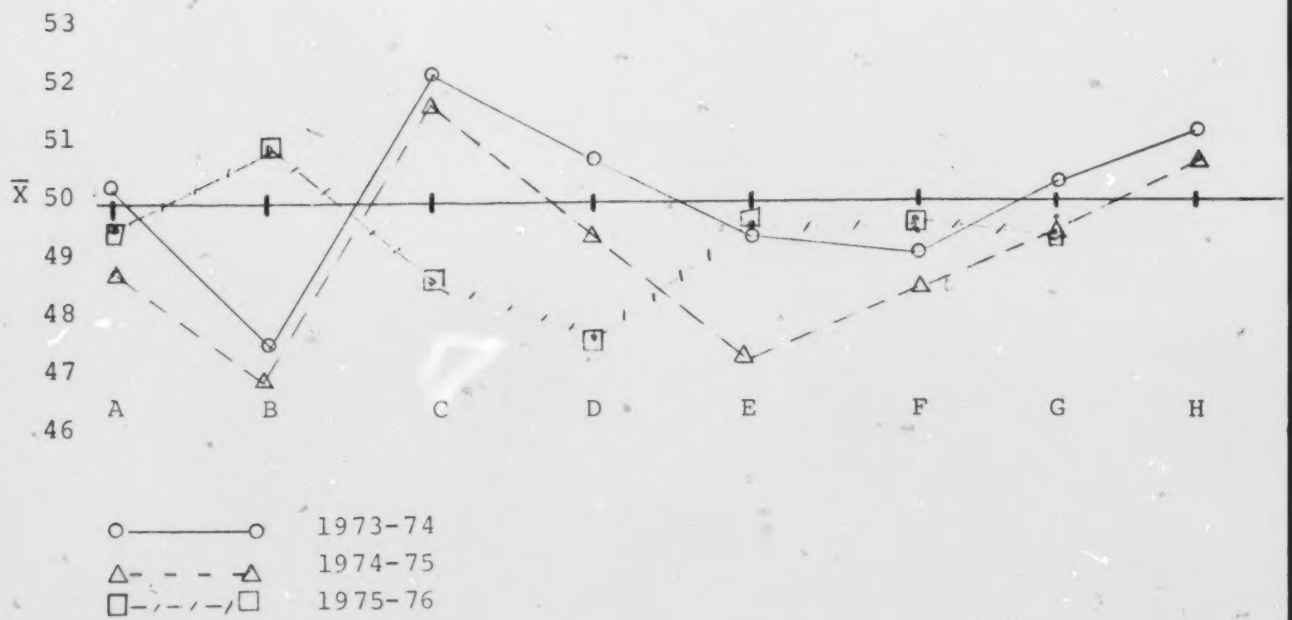


TABLE 8

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Intermediate Self Observation Scales, Grade 5
Means and (Standard Deviations)
N(73-74)=405 N(74-75)=327 N(75-76)=317

	1973-74		1974-75		1975-76	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
A. Self Acceptance	49.41	(11.40)	51.46	(10.03)	50.45	(5.32)
B. Social Maturity	48.44	(11.61)	49.87	(10.13)	50.15	(5.77)
C. School Affiliation	50.95	(11.03)	51.88	(10.42)	49.25	(6.90)
D. Self Security	50.24	(10.29)	50.47	(10.22)	48.79	(5.34)
E. Social Confidence	49.32	(10.29)	50.36	(10.31)	49.33	(9.20)
F. Peer Affiliation	50.77	(9.45)	50.46	(9.68)	50.42	(5.50)
G. Teacher Affiliation	49.47	(10.56)	51.13	(8.66)	50.12	(5.60)
H. Achievement Motivation	50.43	(9.47)	49.55	(9.73)	N/A	

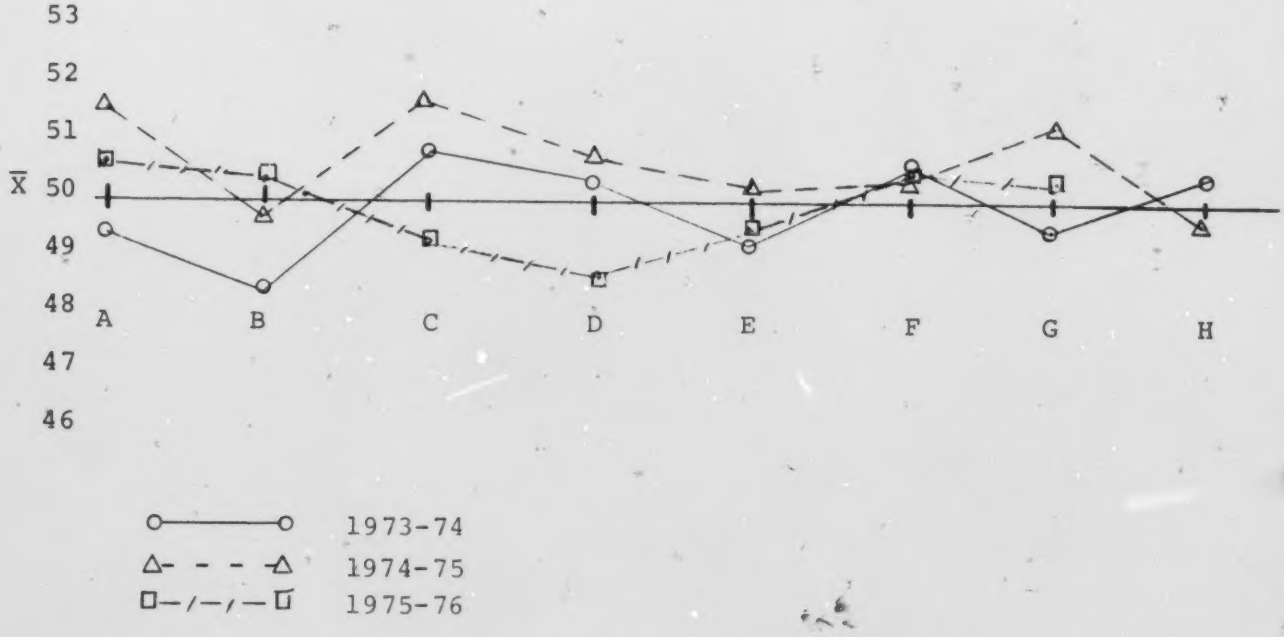


TABLE 9

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Intermediate Self Observation Scales, Grade 6
N(73-74)=409 N(74-75)=306 N(75-76)=208
Means and (Standard Deviations)

	1973-74		1974-75		1975-76	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
A. Self Acceptance	49.60	(9.89)	50.03	(10.32)	50.52	(10.60)
B. Social Maturity	49.93	(9.27)	50.64	(10.30)	49.95	(11.46)
C. School Affiliation	46.79	(11.56)	49.16	(11.25)	49.21	(12.32)
D. Self Security	49.44	(10.53)	50.65	(10.51)	50.97	(9.74)
E. Social Confidence	49.53	(10.47)	50.29	(10.15)	50.51	(11.10)
F. Peer Affiliation	49.84	(9.67)	51.24	(9.21)	49.67	(9.73)
G. Teacher Affiliation	47.74	(10.19)	48.88	(9.93)	49.83	(11.30)
H. Achievement Motivation	49.56	(10.11)	50.48	(9.81)	N/A	

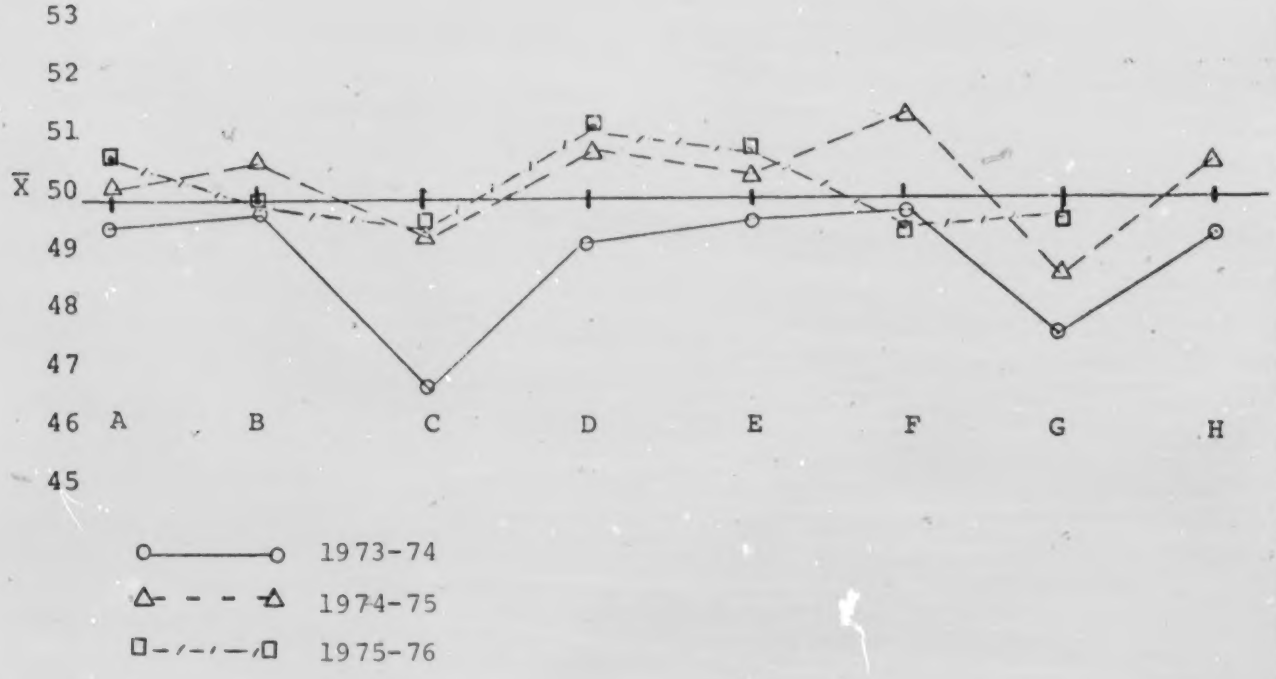


Table 10
RICHLAND COUNTY SCHOOL DISTRICT TWO
Exemplary Effort in Career Education
1975-76
Intermediate Self Observation Scales
Grades 4(N=287), 5(N=317), 6(N=208)

Table of Significant Differences
and
Levels of Significant Differences Over Selected Variables

SCALE (Sample N)	FREE LUNCH (210)	RURAL (180)	MILITARY (110)	DROP OUT (3)	SPEC. SERV. (86)
Self Acceptance	.001* Lower	---	---	---	.001 Lower
Self Security	---	---	---	---	---
Social Maturity	.001 Lower	.001 Lower	.05 Higher	---	.001 Lower
Social Confidence	.001 Lower	.01 Lower	---	---	.001 Lower
School Affiliation	---	.001 Higher	.01 Lower	---	---
Teacher Affiliation	.01 Lower	---	---	---	.01 Lower
Peer Affiliation	.001 Lower	---	---	---	.001 Lower

* .001 indicates level of probability and lower or higher indicates whether group under study on that variable scored significantly higher or lower than the total group.

TABLE 11

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Junior High Self Observation Scales
Grades 7, 8, 9
Means and Standard Deviations
N=701

		1974-75		1975-76	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
A.	Self Acceptance	50.47	9.97	50.01	9.38
B.	Social Maturity	51.96	10.6	51.37	10.62
C.	School Affiliation	50.83	8.69	50.46	9.49
D.	Self Security	51.21	9.75	50.05	9.53
E.	Social Confidence	50.14	9.87	51.22	9.43
F.	Peer Affiliation	51.04	9.88	50.47	9.67
G.	Teacher Affiliation	48.86	10.94	50.25	10.43
H.	School Affiliation	48.85	11.32	49.34	11.39

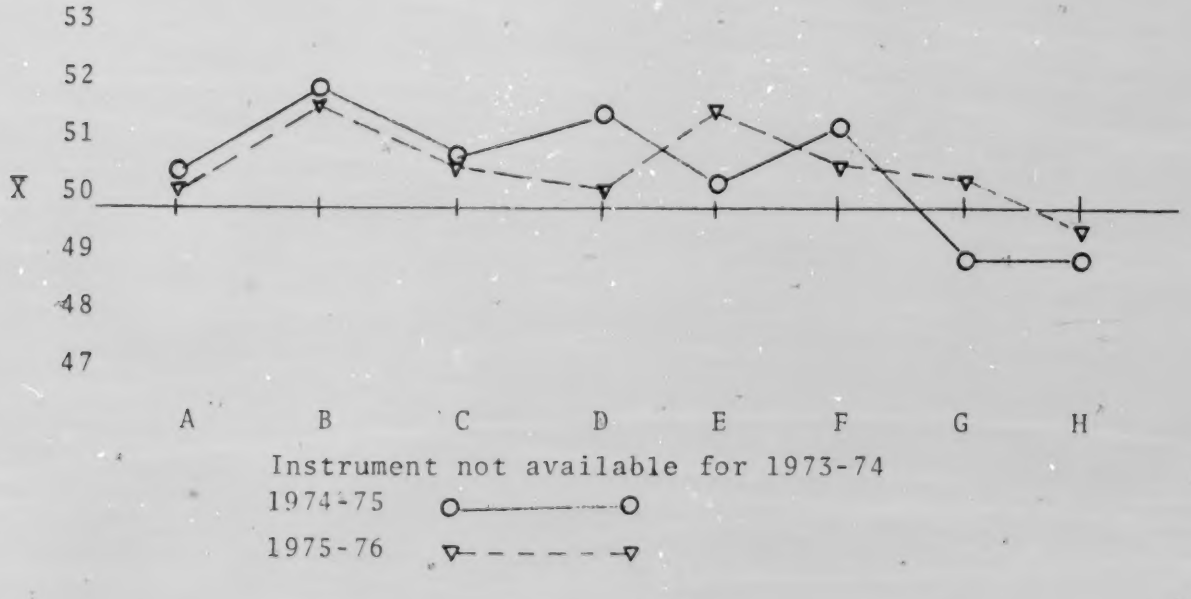
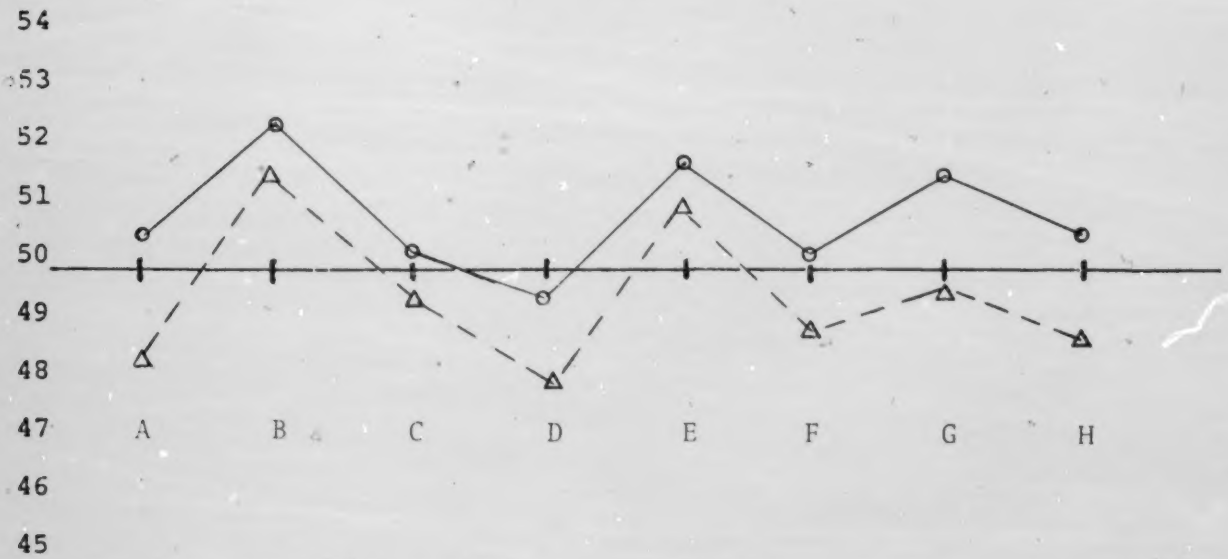


TABLE 12

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Junior High Self Observation Scales, Grade 7
Means and Standard Deviations
N(1974-75)=222 N(1975-76)=261

	1974-75		1975-76	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
A. Self Acceptance	50.41	10.02	48.27	10.51
B. Self Security	52.34	10.52	51.37	11.11
C. Self Assertion	50.39	8.09	49.23	9.19
D. Social Confidence	49.74	9.91	47.55	9.72
E. Family Affiliation	51.77	9.70	50.68	9.86
F. Peer Affiliation	50.07	10.57	48.49	10.98
G. Teacher Affiliation	51.51	10.22	49.93	10.47
H. School Affiliation	50.46	10.44	48.33	11.31



Instrument not available for 1973-74

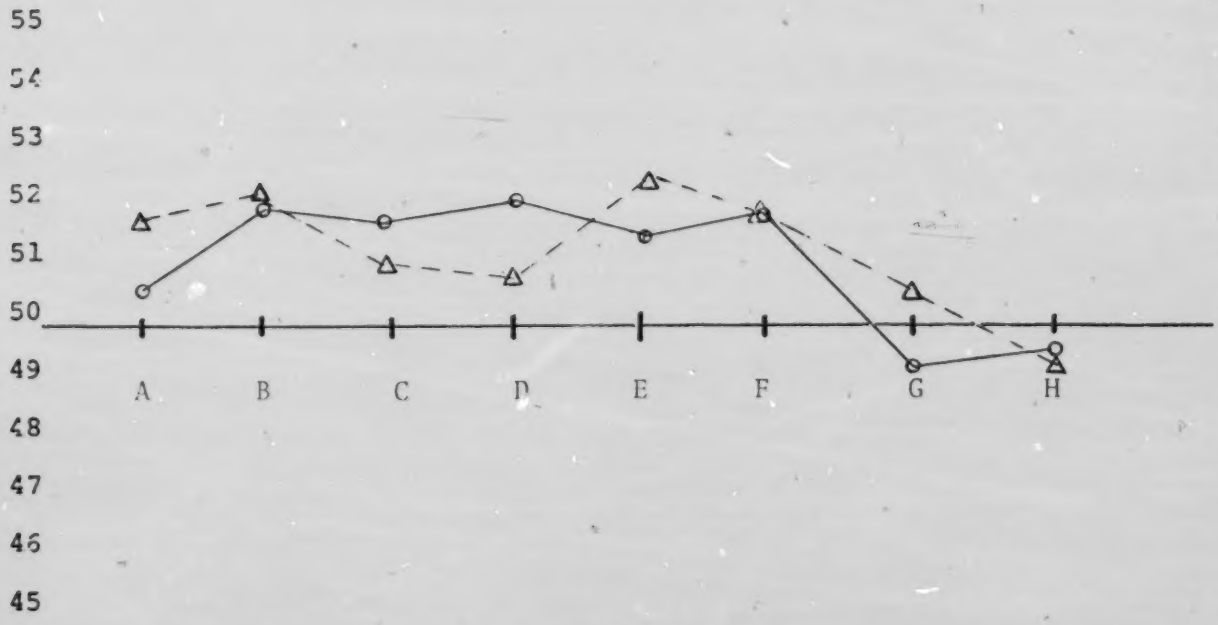
○———○ 1974-75

△- - - - -△ 1975-76

TABLE 13

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Junior High Self Observation Scales, Grade 8
Means and Standard Deviations
N(74-75)=160 N(75-75)=174

	1974-75		1975-76	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
A. Self Acceptance	50.35	10.14	51.58	8.08
B. Self Security	51.87	10.68	51.98	10.16
C. Self Assertion	51.82	8.57	50.95	9.95
D. Social Confidence	51.99	10.32	50.61	10.02
E. Family Affiliation	51.07	9.38	52.31	8.83
F. Peer Affiliation	51.70	9.20	51.70	8.38
G. Teacher Affiliation	49.10	11.13	50.23	10.98
H. School Affiliation	49.31	11.30	49.05	11.17

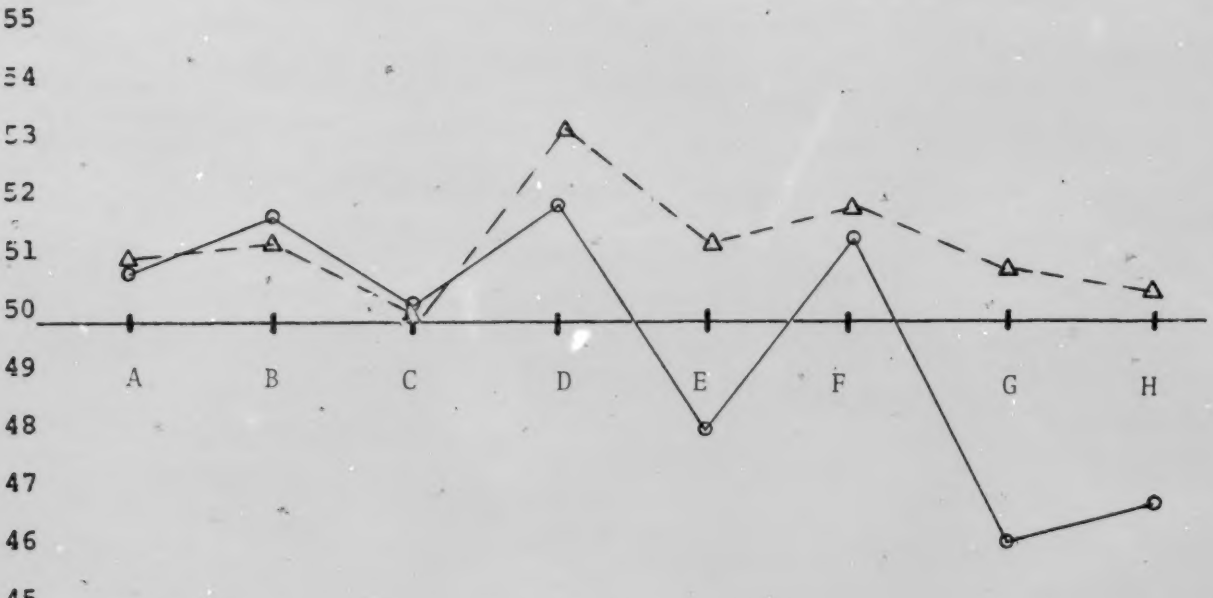


Instrument not available for 1973-74
o———o 1974-75
Δ— — —Δ 1975-76

TABLE 14

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Junior High Self Observation Scales, Grade 9
Means and Standard Deviations
N(1974-75)=231 N(1975-76)=266

	1974-75		1975-76	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
A. Self Acceptance	50.65	9.16	50.68	9.01
B. Self Security	51.67	10.85	50.97	10.45
C. Self Assertion	50.29	9.39	50.21	9.63
D. Social Confidence	51.90	9.04	53.20	8.93
E. Family Affilation	47.60	10.54	51.02	9.43
F. Peer Affiliation	51.27	9.87	51.61	9.11
G. Teacher Affiliation	45.98	11.49	50.58	10.06
H. School Affiliation	46.80	11.59	50.52	11.65



Instrument not available for 1973-74

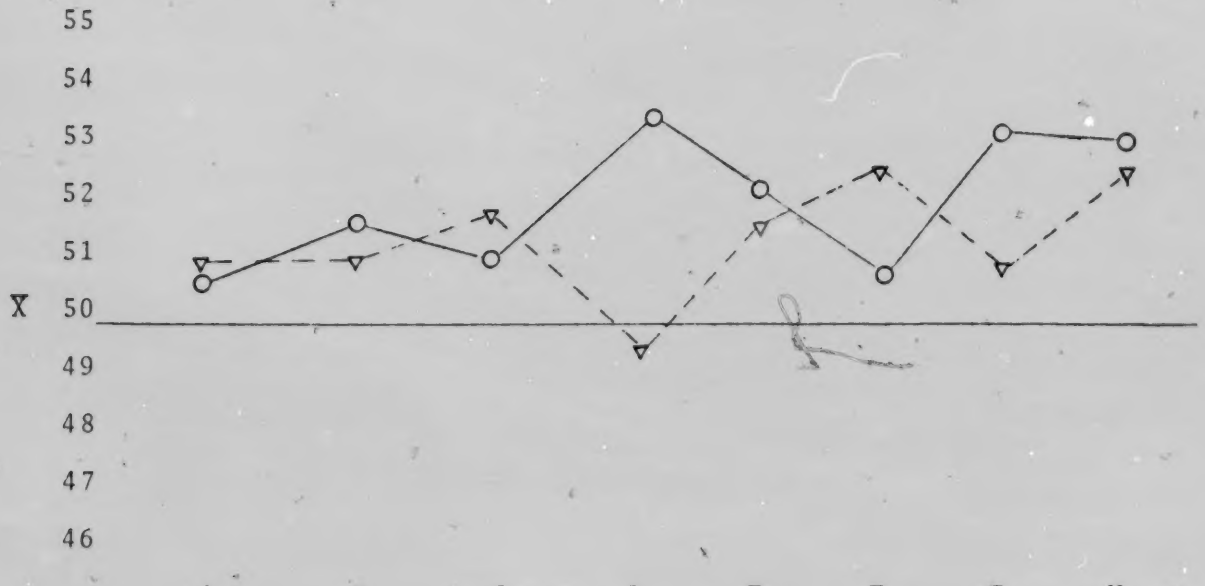
o———o 1974-75

△- - - -△ 1975-76

Table 15

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Senior High Self Observation Scales
Grades 10,11,12
Means and Standard Deviations
N=319

		1974-75		1975-76	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
A.	Self Acceptance	50.48	9.03	50.62	9.18
B.	Social Maturity	51.50	10.72	50.66	10.23
C.	School Affiliation	50.91	9.02	51.59	8.92
D.	Self Security	53.32	8.19	49.84	9.66
E.	Social Confidence	52.02	10.01	51.66	9.44
F.	Peer Affiliation	50.55	10.45	52.45	7.89
G.	Teacher Affiliation	53.09	8.89	50.80	10.88
H.	School Affiliation	53.00	9.12	52.30	9.98



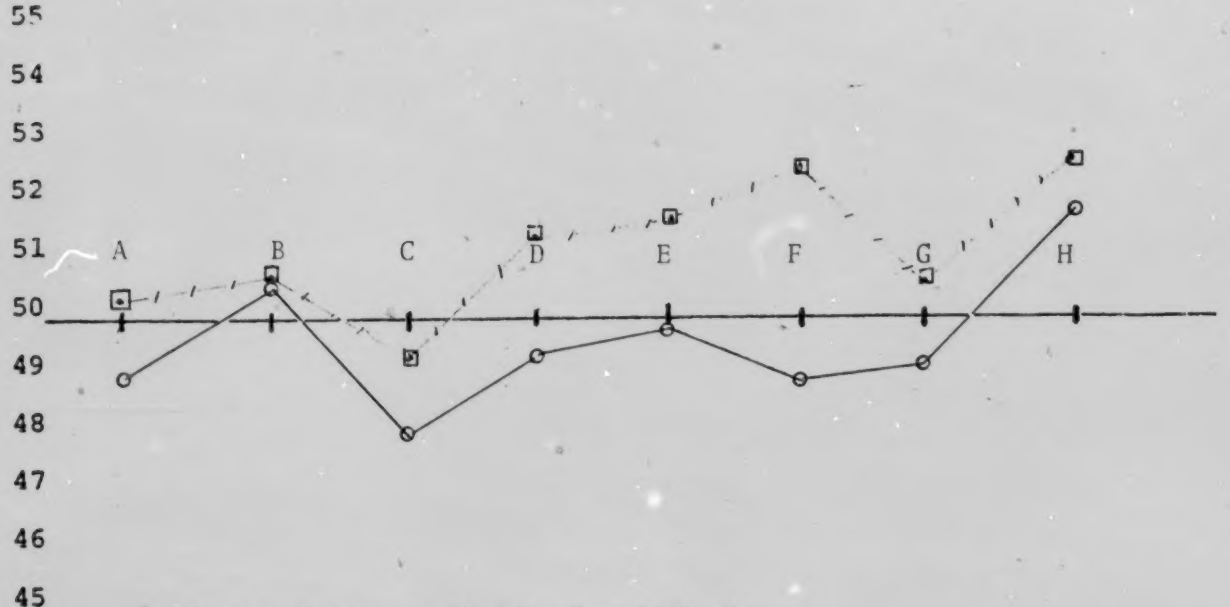
Instrument not available for 1973-74

E-78

TABLE 16

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Senior High Self Observation Scales, Grade 10
Means and Standard Deviations
N(1974-75)=65 N(1975-76)=165

	1974-75		1975-76	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
A. Self Acceptance	48.91	10.30	50.15	9.13
B. Self Security	50.38	10.26	50.44	10.66
C. Self Assertion	47.63	10.58	49.08	9.15
D. Social Confidence	49.05	11.03	51.19	8.81
E. Family Affiliation	49.86	9.22	51.39	9.80
F. Peer Affiliation	48.57	11.34	52.48	7.90
G. Teacher Affiliation	48.82	11.88	50.51	11.66
H. School Affiliation	51.65	9.73	52.37	9.77



Instrument not available for 1973-74

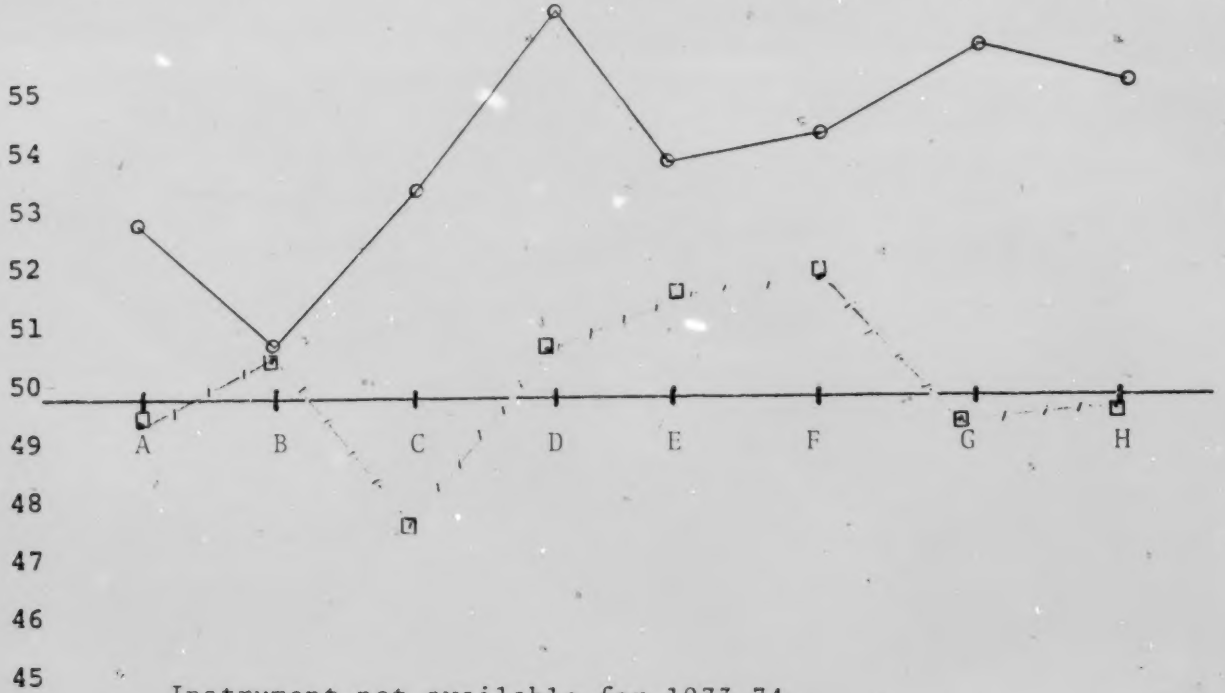
1975-75

1975-76

TABLE 17

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Senior High Self Observation Scales, Grade 11
Means and Standard Deviations
N(1974-75)=66 N(1975-76)=82

	1974-75		1975-76	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
A. Self Acceptance	52.76	6.24	49.65	8.80
B. Self Security	50.94	10.16	50.78	10.29
C. Self Assertion	53.26	7.83	47.75	9.24
D. Social Confidence	56.35	5.75	50.59	9.18
E. Family Affiliation	53.56	9.52	51.28	8.70
F. Peer Affiliation	54.02	7.98	51.89	8.15
G. Teacher Affiliation	55.82	7.29	49.40	10.27
H. School Affiliation	55.24	8.65	49.90	10.30



Instrument not available for 1973-74

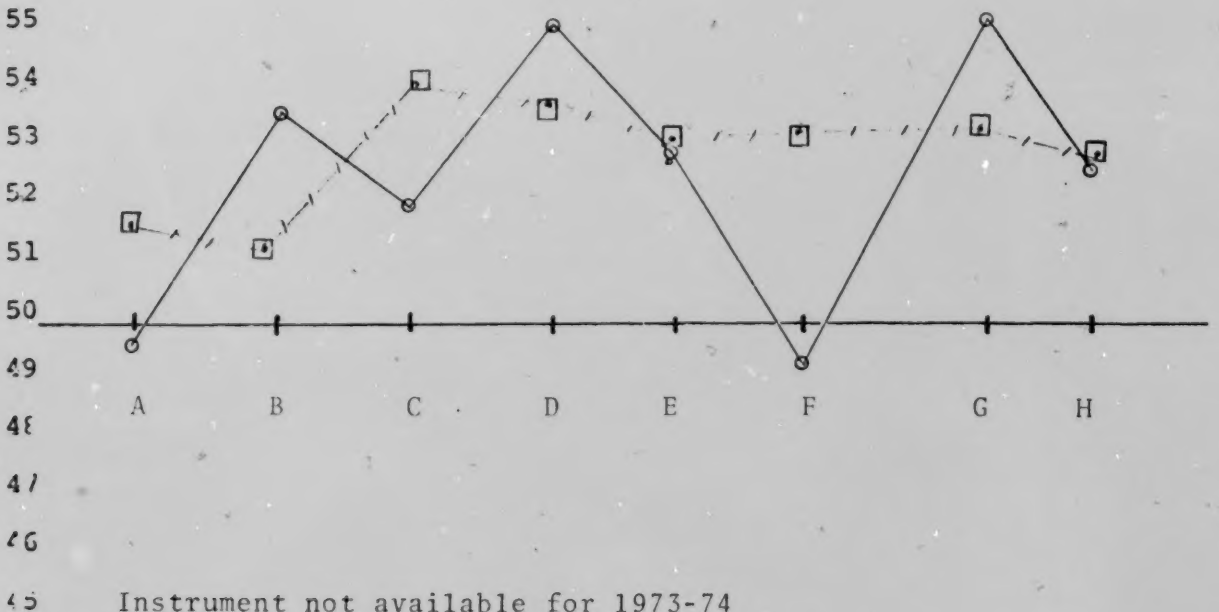
○———○ 1974-75

□–/–/–/–□ 1975-76

TABLE 18

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Senior High Self Observation Scales, Grade 12
Means and Standard Deviations
N(1974-75)=59 N(1975-76)=72

	1974-75		1975-76	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
A. Self Acceptance	49.78	10.57	51.45	9.70
B. Self Security	53.20	10.76	51.03	9.16
C. Self Assertion	51.86	8.05	53.98	10.14
D. Social Confidence	54.56	7.80	53.66	8.65
E. Family Affiliation	52.66	11.30	52.70	9.42
F. Peer Affiliation	49.14	12.05	53.03	7.49
G. Teacher Affiliation	54.63	7.52	53.04	9.43
H. School Affiliation	52.12	8.98	52.69	9.79



Instrument not available for 1973-74
o———o 1974-75
□—/—/—□ 1975-76

The Occupational Awareness Survey

The Occupation Awareness Survey is an instrument designed by IBEX during the Summer and Fall of 1973. It was used experimentally in three pre-test situations during that Fall. It was slightly modified after the Fall administration, and a third level added so that there are primary, elementary and secondary levels now available.

At the primary level, students are asked to select 10 want ads from 24 which they would respond to if they were seeking employment; at the elementary level students selected 10 of 43; at the secondary level, 10 of 50. The OAS does not provide scores on students; rather, it provides a score for jobs, called Job Awareness Quotient. Each job is "scored" by normalizing the data using the following formula:

$$JAQ = \frac{10}{N \text{ of Ads}} \times 100.$$

Thus, at each level, a job score of 100 is anticipated, assuming equal distribution or popularity among respondents. It is helpful to view these scores in a way similar to the traditional way we have viewed the IQ score. Scores in the 90-110 range are normal. Scores in the 75-89 range indicate some low normal acceptance of a particular occupation. Scores below 75 indicate a rejection by students. On the other hand, some score from 110-125 indicate high acceptance rates, and above 125 indicates a highly popular occupation.

Interpretation

As an aid to the interpretation of the results of the OAS, the jobs listed on each level of the instrument were broken down into arbitrary categories. The Job Awareness Quotient from within each category was summed up and an average JAQ for that category arrived at.

The criteria used to place specific jobs in a category, while somewhat arbitrary, consisted of the following parameters:

1. Educational Requirements
2. Level of Responsibility
3. Level of Personal Initiative Required for Job
4. Status and Derived Pay.

It should be pointed out very strongly at this point that the categories in which specific jobs were placed suffer strongly from evaluator bias on the aforementioned categories. While certain job placements within categories can and will have strong exception taken to placement, the majority of classifications are as accurate as the Evaluator could make them. Plans for the use of this instrument in any subsequent evaluation will include the development of local program-specific career categories.

For the Primary and Elementary OAS the jobs by category were:

(1) Unskilled

Sanitation Worker
Factory Worker
Farm Worker
House Cleaner
School Custodian
Usher
Cook/McDonald's

(2) Trade

Supermarket Cashier
Switchboard Operator
Secretary
Bookkeeper
Airline Ticket Sales
Park Guide
Florist
Child Care
Stock Clerk
Taxi Driver
Brick Mason
Plumber
Printer
House-to-House Salesman
Insurance Clerk
Sales Clerk

(3) Technical

Game Warden
Police Cadet
Dental Assistant
Law Aide
Medical Assistant
Photographer
Radio Announcer
Auto Mechanic
Truck Driver

(4) Semi Professional

Fashion Designer
Writer/Motor Trend
Manager (Travel Agency)
Teacher
Actor/Actress

(5) Professional

Hotel Manager
Minister
Editor
Accountant
Airline Pilot
Doctor

For the Secondary OAS the jobs and categories were:

(1) Unskilled

Factory Worker
Farm Worker
House Cleaner
Sanitation Worker
Laborer
Telegram Deliverer
Ditch Digger
Dishwasher
Waitress

(2) Trade

Florist
Child Care
Airline Ticket Sales
Secretary
Bookkeeper (small office)
Clerk (general)
Supermarket Cashier
Secretary (School)
Play Ground Director
Clerk (Accounting)
Taxi Driver
Brick Mason
Printer
Plasterer
Cook

(3) Technical

Radio Announcer
Law Aide
Dental Assistant
Legal Secretary
Bookkeeper (Large firm)
Computer Programmer
Laboratory Aide
Game Warden
Salesperson (outdoor)
Salesperson (indoor)
Commercial Artist

(4) Semi Professional

Actor/Actress
Manager (Travel Agency)
Teacher
Motel Manager
Chef
Department Store Buyer
Art Director
Landscape Architect
Fashion Designer

(5) Professional

Economic Analyst
Public Relations
College President
Personnel Director

TABLE 19
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION

1975-76

PRIMARY OCCUPATIONAL AWARENESS SURVEY
Grades 1, 2 and 3

Category	Grade 1 N=231	Grade 2 N=282	Grade 3 N=248
1. Unskilled	95.165	119.332	100.16
2. Trade	111.33	129.66	113.49
3. Technical	106.33	122.83	112.16
4. Semi-Professional	90.33	117.66	104.66
5. Professional	120.33	111.33	88.66

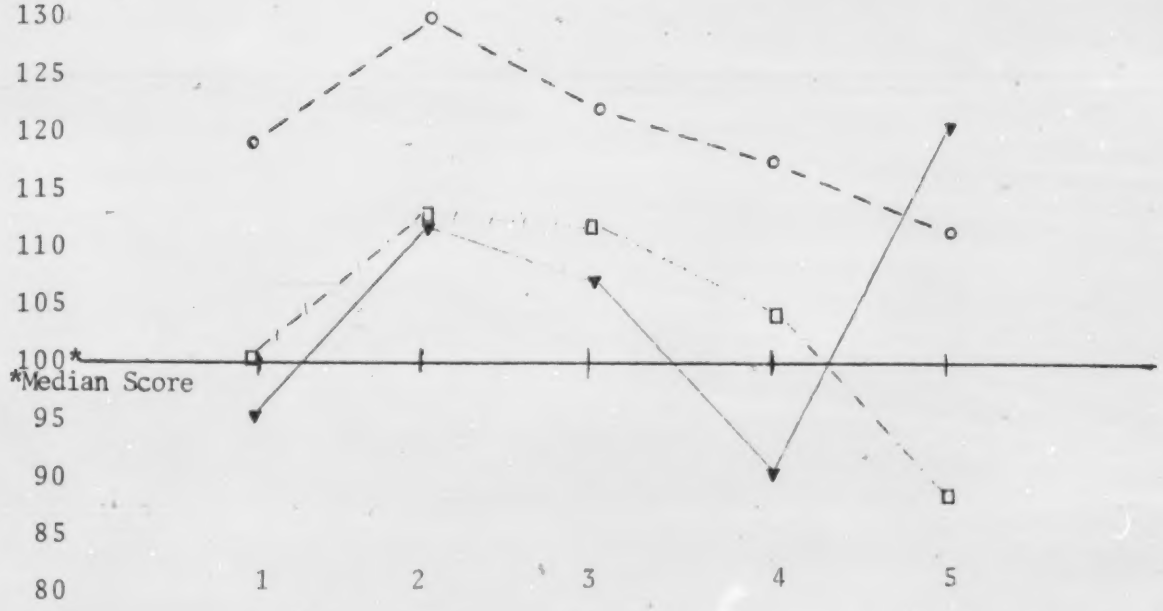


Table 20
RICHLAND COUNTY SCHOOL DISTRICT TWO
Exemplary Effort in Career Education
1975-76
Primary Occupational Awareness Survey
Grades 1(N=231), 2(N=282), 3(N=248)

Table of Significant Differences
and
Levels of Significant Differences Over Selected Variables

SCALE (Sample N)	FREE LUNCH (181)	RURAL (131)	MILITARY (127)	DROP OUT (1)	SPEC. SERV. (75)
Unskilled	.05* Higher	---	---	---	---
Trade	.05 Higher	---	---	---	---
Technical	.05 Lower	---	---	---	.001 Higher
Semi. Prof.	---	---	---	---	.05 Lower
Professional	.05 Lower	---	---	---	---

* .05 indicates level of probability and lower or higher indicates whether group under study on that variable scored significantly higher or lower than the total group.

TABLE 21

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION

1975-76

ELEMENTARY OCCUPATION AWARENESS SURVEY
Grade 4

Category	1973-74 N=408	1974-75 N=308	1975-76 N=256
1. Unskilled	88.23	85.58	83.00
2. Trade	110.13	105.69	93.51
3. Technical	92.42	105.35	110.27
4. Semi-Professional	106.40	117.30	89.41
5. Professional	100.71	99.22	91.24

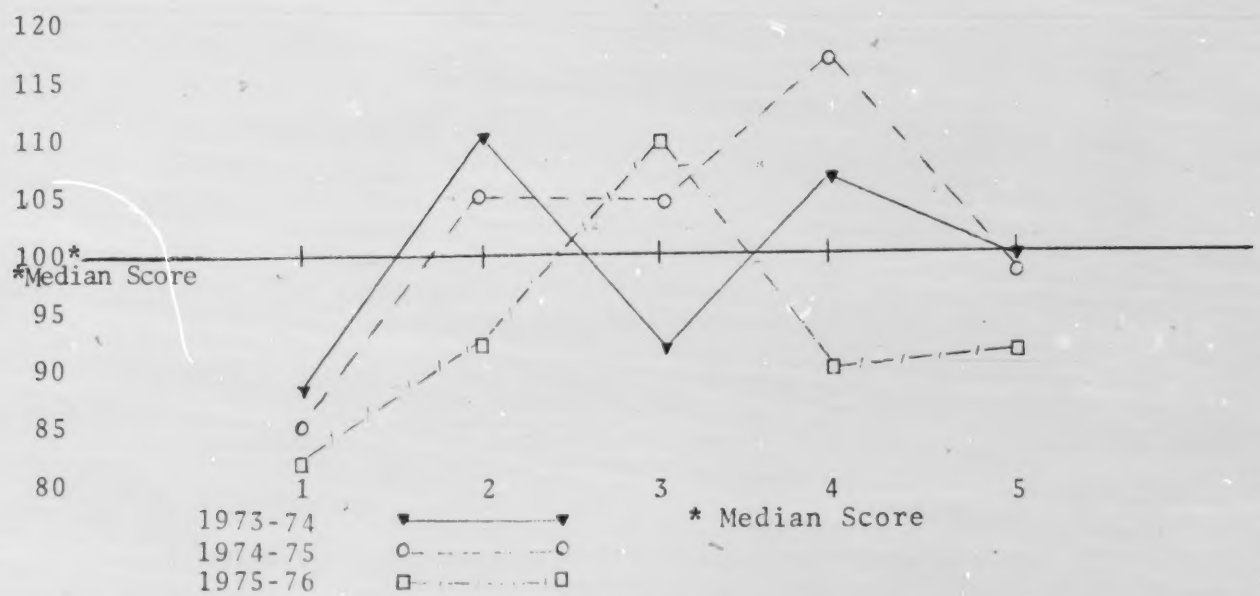


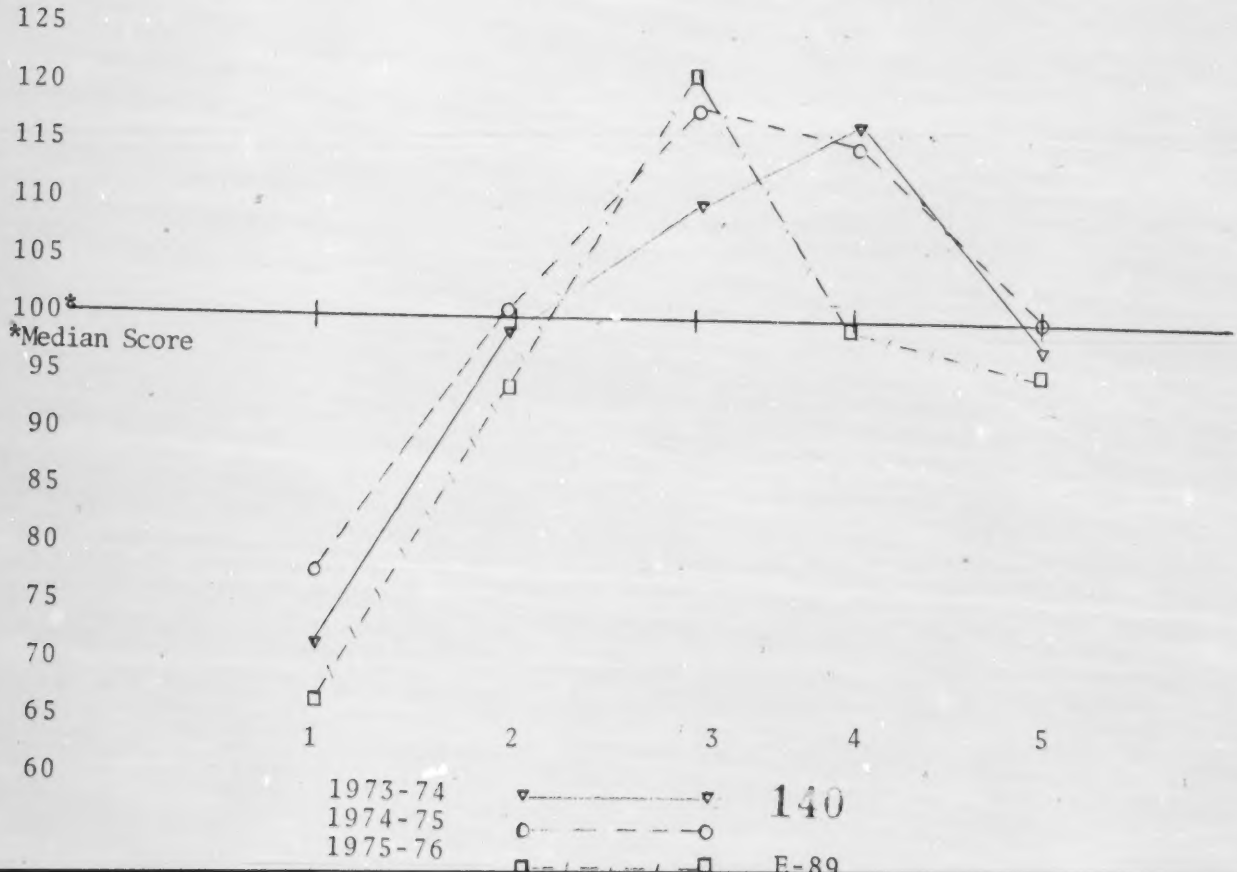
TABLE 22

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION

1975-76

ELEMENTARY OCCUPATION AWARENESS SURVEY
Grade 5

Category	1973-74 N=364	1974-75 N=360	1975-76 N=356
1. Unskilled	71.46	77.31	65.55
2. Trade	98.44	100.58	94.49
3. Technical	110.96	117.74	121.16
4. Semi-Professional	116.90	115.40	99.22
5. Professional	97.47	99.95	96.61



RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION

1975-76

ELEMENTARY OCCUPATION AWARENESS SURVEY
Grade 6

Category	1973-74 N=408	1974-75 N=313	1975-76 N=198
1. Unskilled	75.63	71.65	69.79
2. Trade	95.20	97.71	98.92
3. Technical	110.96	118.78	118.93
4. Semi-Professional	107.61	129.37	94.48
5. Professional	106.59	100.54	92.64

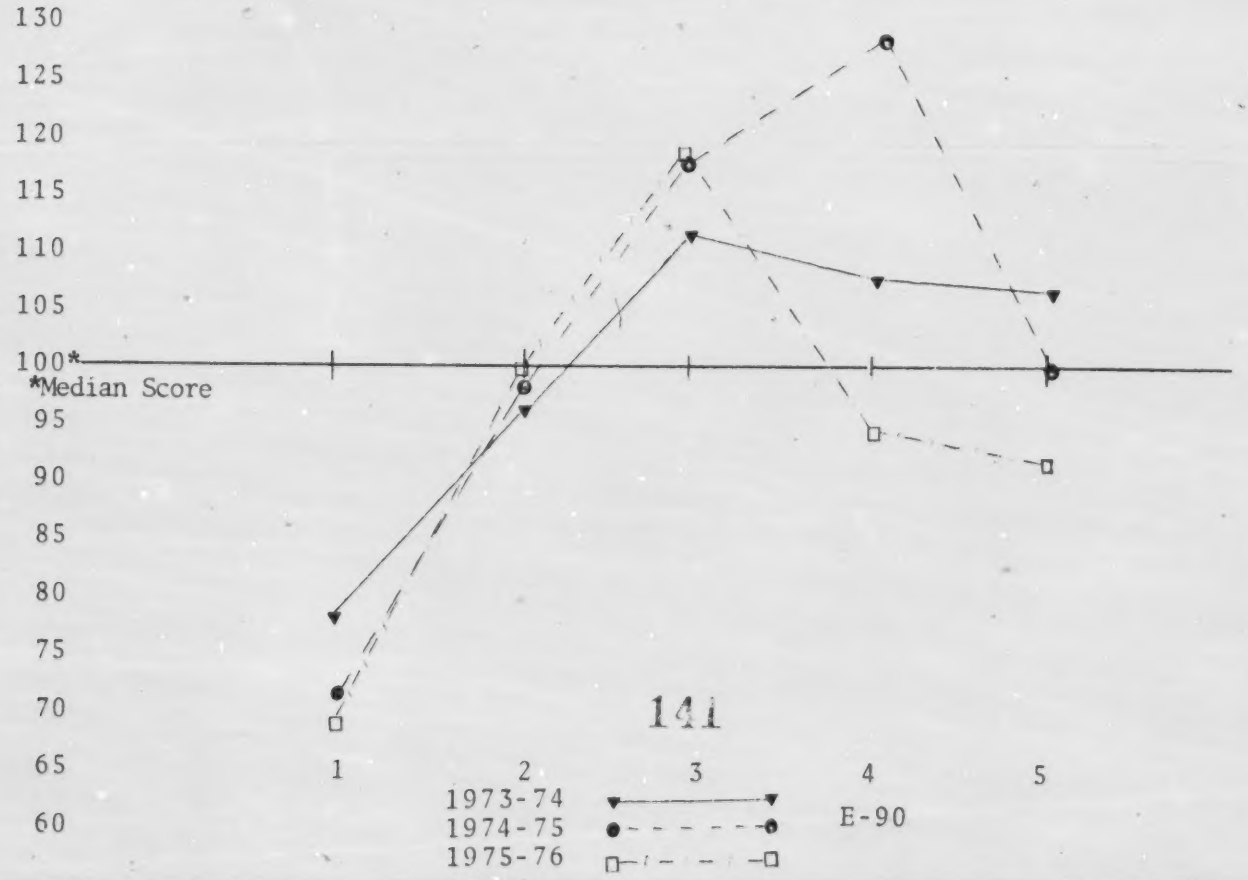


Table 24
RICHLAND COUNTY SCHOOL DISTRICT TWO
Exemplary Effort in Career Education
1975-76
Elementary Occupational Awareness Survey
Grades 4(N=256), 5(N=356), 6(N=198)

Table of Significant Differences
and
Levels of Significant Differences Over Selected Variables

SCALE (Sample N)	FREE LUNCH (172)	RURAL (149)	MILITARY (83)	DROP OUT (2)	SPEC. SERV. (105)
Unskilled	.001* Higher	.001 Higher	---	---	.001 Higher
Trade	.001 Higher	---	---	.05 Higher	---
Technical	.001 Lower	---	---	---	---
Semi. Prof.	---	---	---	---	.05 Higher
Prof.	.05 Lower	.05 Lower	---	---	---

* .001 indicates level of probability and lower or higher indicates whether group under study on that variable scored significantly higher or lower than the total group.

TABLE 25

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION

1975-76

SECONDARY OCCUPATIONAL AWARENESS SURVEY
Grade 7

Category	1973-74 N=488	1974-75 N-426	1975-76 N-203
1. Unskilled	40.85	43.86	37.21
2. Trade	94.57	94.90	87.35
3. Technical	132.04	132.93	139.15
4. Semi-Professional	135.62	139.37	133.82
5. Professional	79.08	92.91	92.61

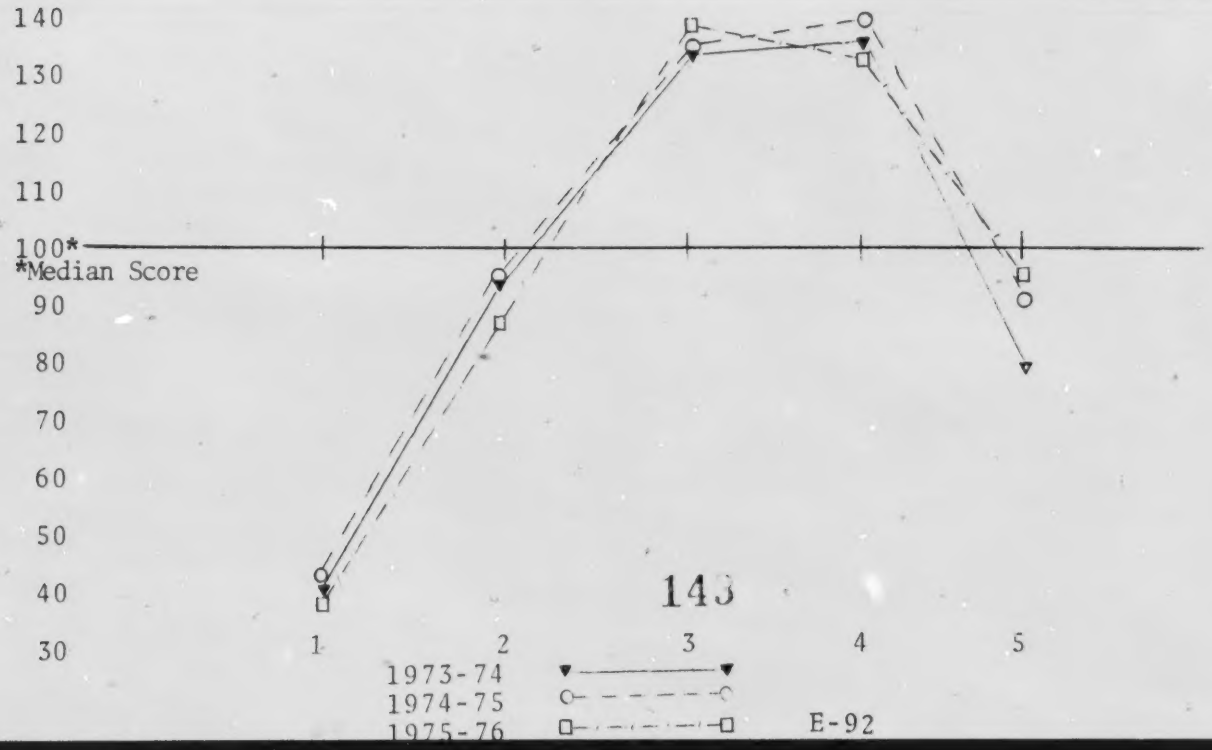


TABLE 26

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION

1975-76

SECONDARY OCCUPATIONAL AWARENESS SURVEY
Grade 8

Category	1973-74 N=462	1974-75 N=337	1975-76 N=306
1.Unskilled	39.44	36.75	42.84
2.Trade	84.40	91.78	91.72
3.Technical	123.20	135.12	126.63
4.Semi-Professional	126.33	126.75	142.88
5.Professional	110.80	103.55	89.54

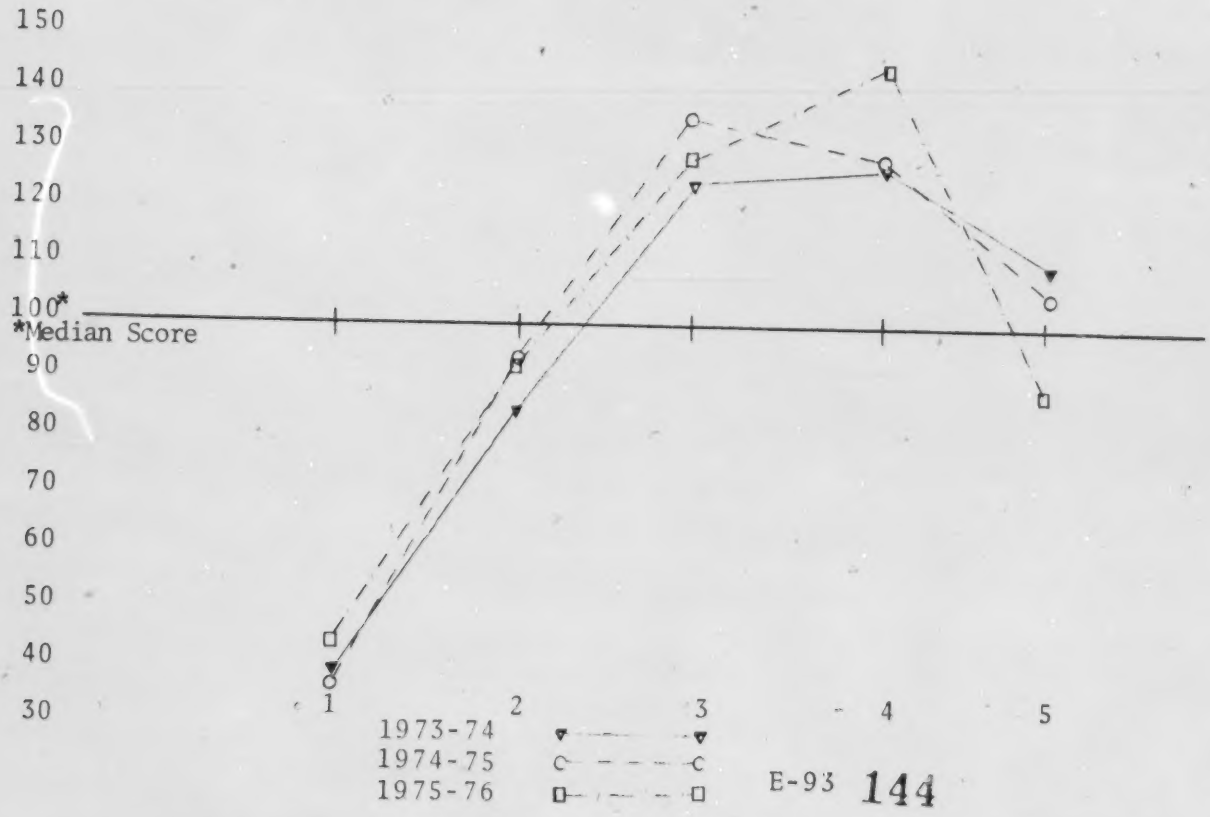


TABLE 27

RICHLAND COUNT SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION

1975-76

SECONDARY OCCUPATIONAL AWARENESS SURVEY
Grade 9

Category	1973-74 N=346	1974-75 N=435	1975-76 N=208
1.Unskilled	32.20	27.71	26.44
2.Trade	82.46	80.07	82.37
3.Technical	136.75	134.60	143.22
4.Semi-Professional	113.25	125.38	135.94
5.Professional	119.60	113.14	122.11

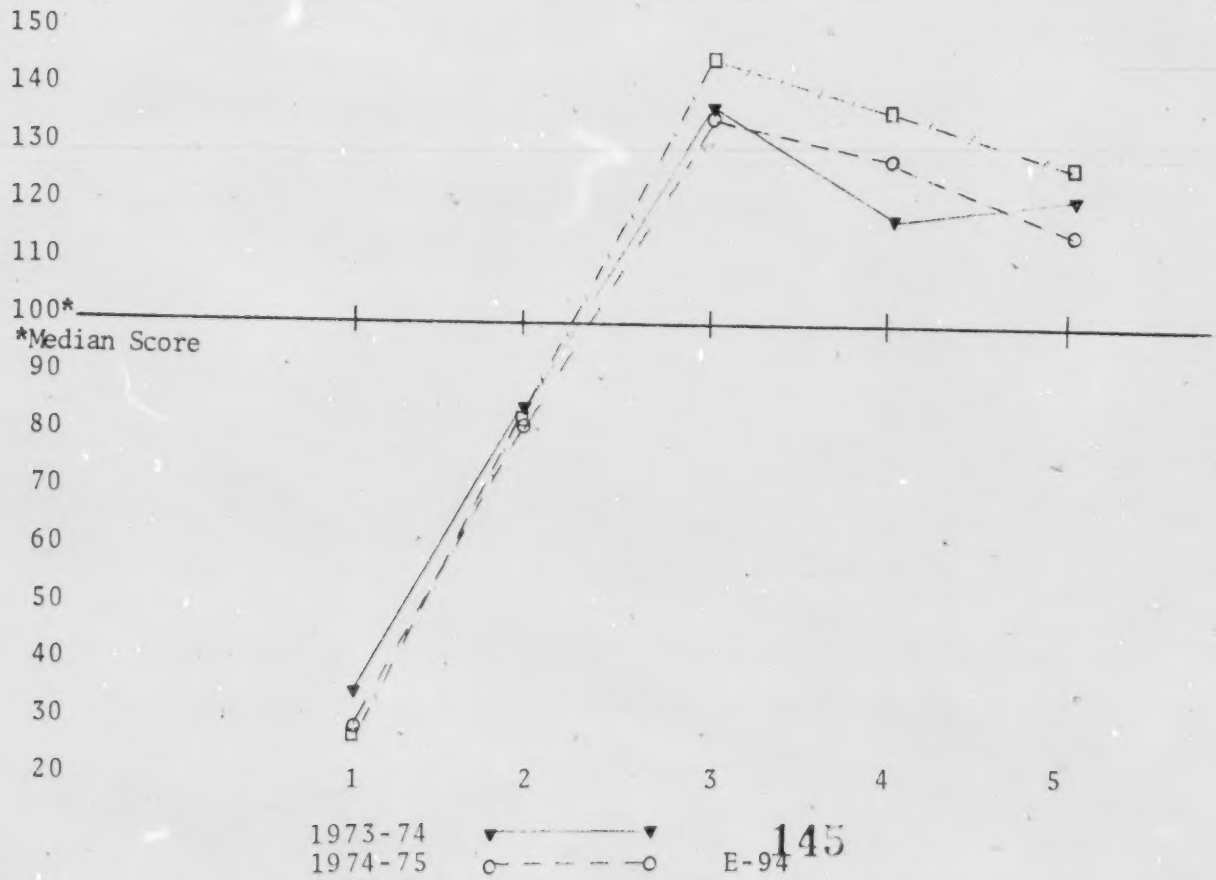


TABLE 28
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION

1975-76

SECONDARY OCCUPATIONAL AWARENESS SURVEY
Grade 10

Category	1973-74 N=68	1974-75 N=144	1975-76 N=22
1.Unskilled	36.77	24.28	10.10
2.Trade	75.60	87.55	56.00
3.Technical	138.95	148.29	151.51
4.Semi-Professional	118.44	117.27	128.78
5.Professional	132.40	129.41	213.63

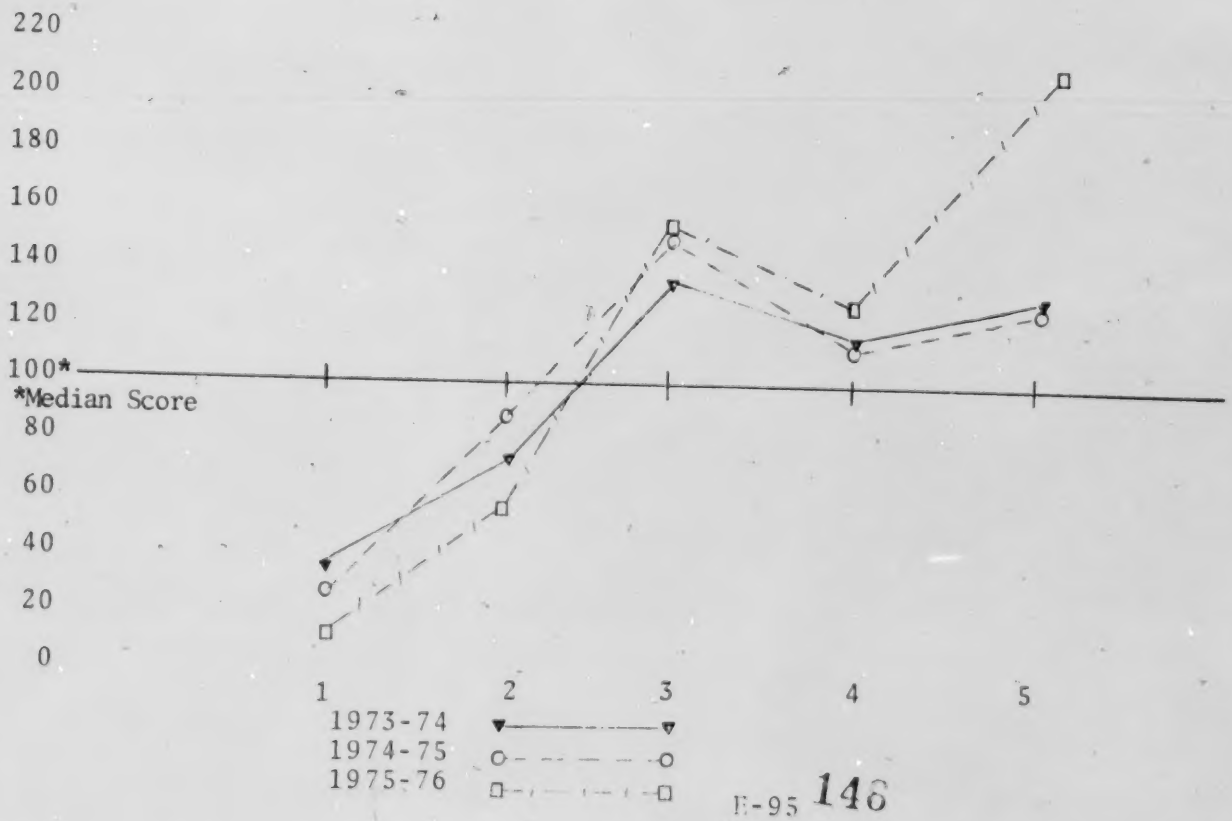


TABLE 29
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION

1975-76

SECONDARY OCCUPATIONAL AWARENESS SURVEY
Grade 11

Category	1973-74 N=201	1974-75 N=179	1975-76 N=42
1.Unskilled	29.88	40.34	39.68
2.Trade	71.90	80.19	80.15
3.Technical	144.45	135.87	156.74
4.Semi-Professional	116.44	123.53	116.40
5.Professional	127.70	114.51	100.00

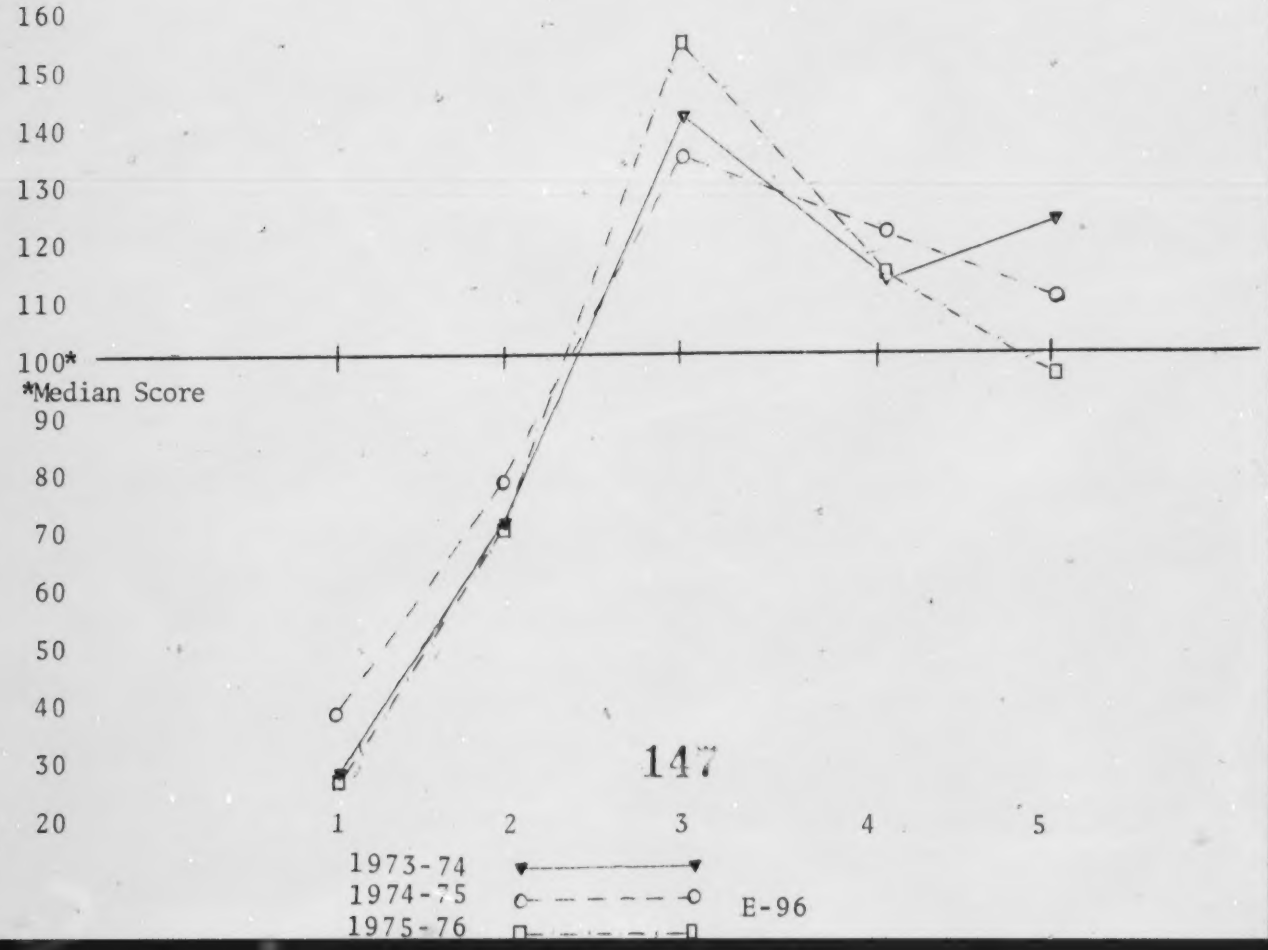


Table 30
RICHLAND COUNTY SCHOOL DISTRICT TWO
Exemplary Effort in Career Education
1975 - 76
Secondary Occupational Awareness Survey
Grades 7(N=203), 8(N=306), 9(N=208), 10(N=22), 11(N=42)**

Table of Significant Differences
and
Levels of Significant Differences Over Selected Variables

SCALE	FREE LUNCH 151	RURAL	MILITARY 174	DROP OUT 8	SPEC. SERV. 61
Unskilled	.001* Higher	---	---	.05 Higher	.001 Higher
Trade	.001 Higher	.001 Higher	---	---	.001 Higher
Technical	.001 Lower	.001 Lower	.01 Higher	---	.001 Lower
Semi-Prof.	---	---	---	---	---
Prof.	.001 Lower	.001 Lower	---	.05 Lower	.001 Lower

* .001 indicates level of probability and lower or higher indicates whether group under study on that variable scored significantly higher or lower than the total group.

** Grade 11 not reported due to very small sampling size.

The Decision Making Scale

The Decision Making Scale used in the Spring of 1976 represents the fourth revision in the development of the DMS. Since there was major revision after the 1974-75 administration, scores are not available which can be compared across the total period of the project. This revision of the DMS has six subscales.

The Decision Making Scale is an instrument developed by IBEX to gauge the decision making processes of students. Scoring of the Decision Making Scale (DMS) is based on national norms. For each scale, a student receives a standard score (T score), representing a distribution with a mean of 50 and a standard deviation of 10. Responses to individual items are not given.

The following is a description of the scales of the DMS.

SCALE I - DECISION INTEGRITY

Students with high scores view themselves positively and have a great deal of confidence in their ability to make sound decisions. Students with low scores perceive, with some uncertainty, the soundness of their decisions. The emphasis on this scale is on how students believe others view the student's decisions and the outcome of the student's decisions. Three items highly related to this scale are: Do you worry a good deal about the effects of your reactions on others? Do you worry a good deal about what others think of you? Do you worry a lot about your mistakes?

SCALE 2 - GROUP INTEGRATION

Students with high scores view themselves as vital members of a group. The group respects and solicits input from the individual student in the decision making process. Students with low scores do not see themselves as a member of a group and have

difficulty in group dynamics. Three items highly related to this scale are: Do people care what you think? Do you keep your problems to yourself? Do most people understand you?

SCALE 3 - LEADERSHIP/ASSERTIVENESS

Students with high scores view themselves at the centroid of the decision making process. They are confident about the quality, validity and reliability of their decisions and the processes which enabled them to reach those decisions. Students with low scores are not so sure about either. Three items highly related to this scale are: Do your friends consider you to be a leader? Do you enjoy doing things more if you are the leader? In arguments, does your point of view usually win?

SCALE 4 - INDEPENDENCE/RESPONSIBILITY

Students with high scores would rather make decisions for themselves because they see themselves as the ultimate beneficiary of those decisions. They have a clear set of values and are honest in their perceptions of themselves and others. Students with low scores would rather let others make decisions in which they have little confidence in the outcome. Four items highly related to the scale are: Would you rather let someone else decide important things for you? Do you like to decide things for yourself? Can you be depended on? Do you have a clear feeling of what's right and what's wrong?

SCALE 5 - TASK-DECISION INSULARITY

Students with high scores on this scale have a tendency to vacillate in either task attendance or decision-making. Extrinsic factors that impinge on a situation are often the causal agents that cause this student to act. The student with low scores is a self starter who acts with decisiveness and alacrity. Four items highly related to this scale are: Do you hate to be told what to do? Do you start a lot of things that you never finish? Do you try to put off big decisions as long as possible? Do you try to avoid making difficult decisions?

SCALE 6 - LOGICAL ENTROPY

Students with high scores on this scale plan their decisions very carefully with an attempt to integrate all perceived factors that influence the situation. The null set does not exist as a realistic option. The student with high scores on this scale will accept a problem as it exists and make limited attempts to solve it. The high-scoring student sees himself passively rather than actively involved in a situation. Four items highly related to this scale are: Plan your choice carefully, or let someone else decide for you; Pick the first decision that comes to your mind or carefully think the situation through; Follow your conscience or put off making the decision; Choose without thinking about it or use your common sense.

TABLE 31
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Decision Making Scales
Means over Standard Deviations

	Grade 6 N = 151	Grade 7 N = 206	Grade 8 N = 174	Grade 9 N = 254
1. Decision Integrity	52.20 9.69	52.82 10.58	50.24 9.24	50.62 10.26
2. Group Integration	52.77 10.28	52.94 10.00	51.85 10.14	51.49 10.65
3. Leadership/Assertiveness	50.59 9.83	51.95 9.44	49.47 9.60	49.58 11.05
4. Independence/Responsibility	53.71 11.84	53.58 11.07	51.09 10.11	51.35 13.02
5. Task-Decision Insularity (Low Score Desirable)	47.68 10.50	46.25 9.40	49.60 10.01	49.34 9.76
6. Logical Entropy	53.06 11.54	52.88 10.70	51.88 12.25	48.25 7.15

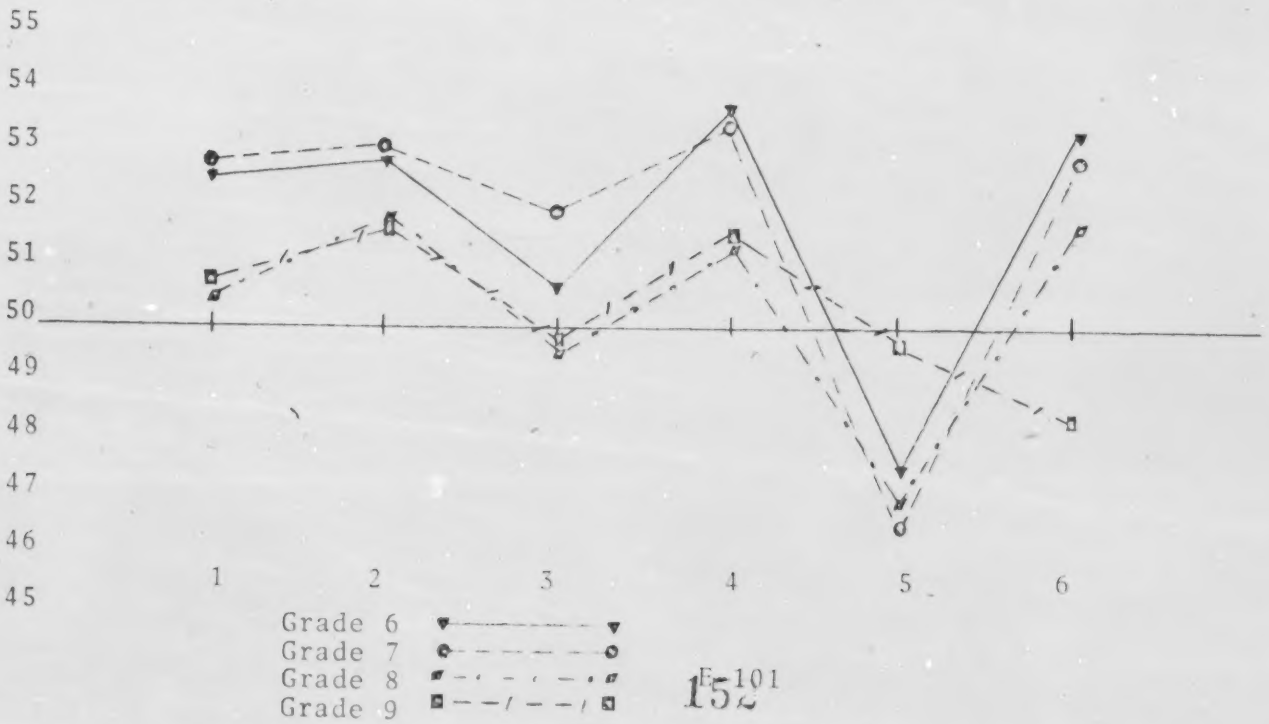


TABLE 32
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Decision Making Scales
Means over Standard Deviations

	Grade 10 N = 47	Grade 11 N = 156	Grade 12 N = 99
1. Decision Integrity	50.00 9.76	48.95 10.29	48.86 10.49
2. Group Integration	50.32 9.68	49.78 9.75	48.96 9.15
3. Leadership/Assertiveness	48.59 10.96	47.64 9.91	47.99 10.22
4. Independence/Responsibility	50.45 10.00	49.98 9.12	49.45 9.15
5. Task-Decision Insularity (Low Score Desirable)	49.81 11.56	50.69 9.30	51.61 9.76
6. Logical Entropy	48.25 7.13	48.26 7.65	49.81 10.39

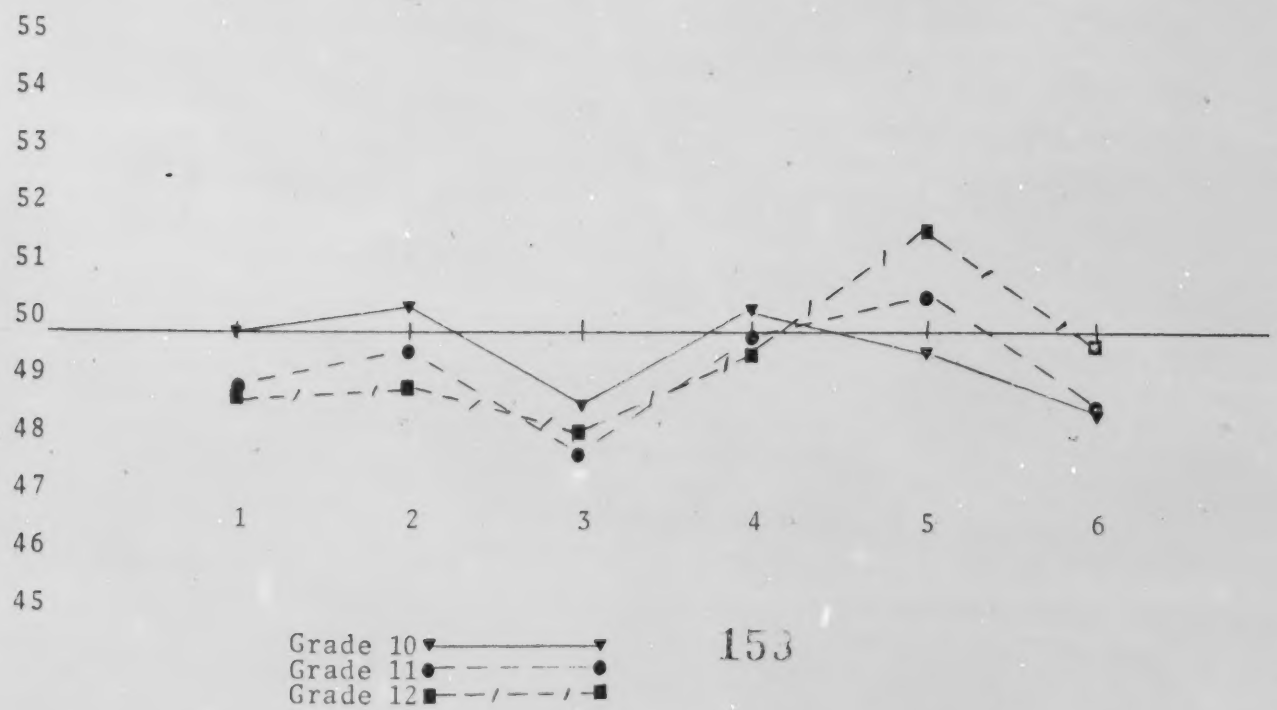


Table 33
RICHLAND COUNTY SCHOOL DISTRICT TWO
Exemplary Effort in Career Education
1975 -76
Decision Making Scales
Grades 6(N=151), 7(N=206), 8(N=174), 9(N=254), 10(N=47), 11(N=156), 12(N=99)

Table of Significant Differences
and
Levels of Significant Differences Over Selected Variables

SCALE (Sample N)	FREE LUNCH (137)	RURAL (109)	MILITARY (229)	DROP OUT (7)	SPEC. SERV. (50)
Decision Integrity	.001 Lower	---	---	.01 Higher	---
Group Integration	.001 Lower	---	---	---	.001 Lower
Leadership/ Assertiveness	.001 Lower	---	.01 Higher	---	.001 Lower
Independence/ Responsibility	.001 Lower	---	---	---	.001 Lower
*Task-Decision Insularity	.001 Higher	---	---	.01 Lower	.01 Higher
Logical Entropy	.001 Lower	---	---	---	.001 Lower

* high score is less desirable.

The Career Awareness Development Inventory

The Career Awareness Development Inventory was developed by IBEX during the fall of 1973 as an experimental measure of:

1) the ability of students to relate social skills learned in school to job requirements;
2) the ability of students to relate academic skills learned in school to job requirements;
3) the aspiration level of students, more carefully defined as economic understanding of each job.

Statistical Treatment

Each of the above scales uses fifteen items. Each score was corrected for guessing by the formula:

$$R_C = R - \frac{W}{N-1} + 10.$$

R = Number of right answers
W = Number of wrong answers

Once corrections for guessing had been computed, mean (average) raw scores (right answers) were computed for each subscale at each grade level and for the entire test population (grades 6-12). A standard deviation was also computed for each mean or distribution.

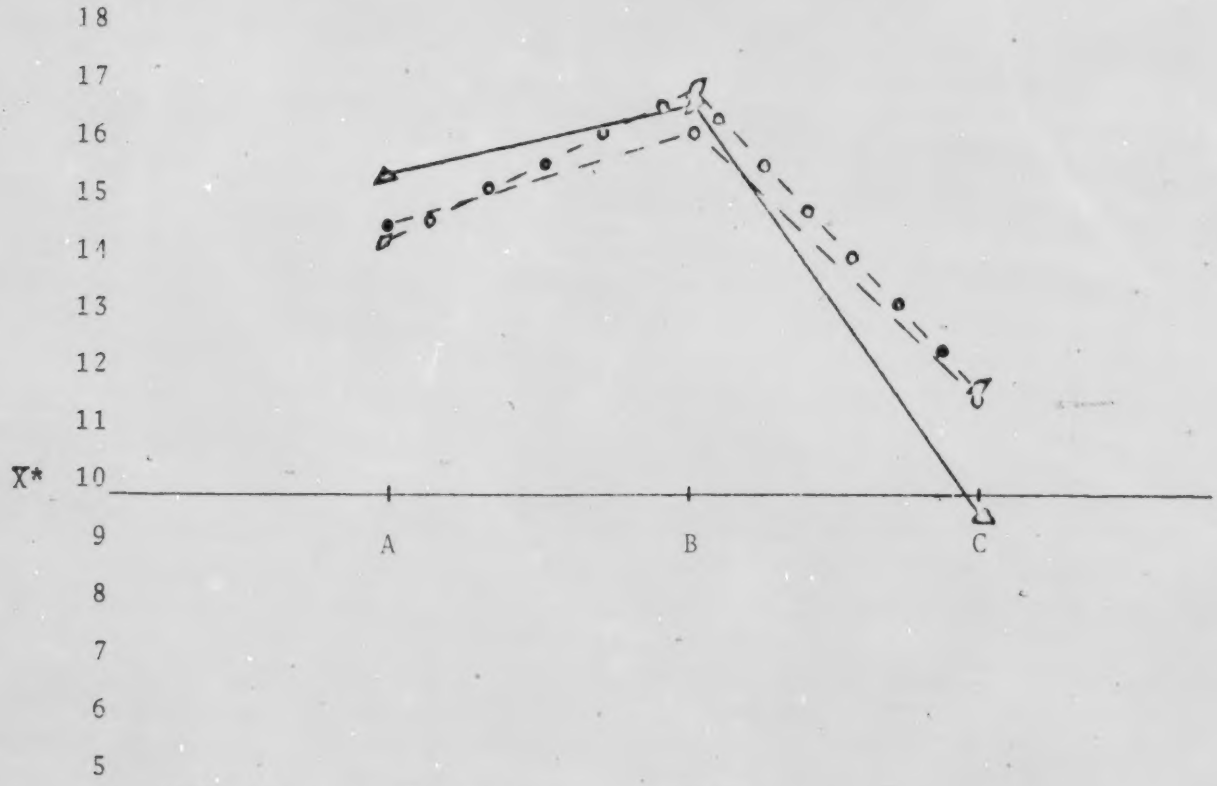
Interpretation of Tables

Tables 34 through 41 use the $\bar{X}$ line to represent the mean for the entire tested population. The $\bar{X}$ line represents a mean of 10.

There is still much to be learned concerning the validity and reliability of this instrument (CADI). It has been administered to nearly 10,000 students during the spring of 1974, and a technical report is in process.

TABLE 34
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Career Awareness Development Inventory
Grade: 6 N(73-74)=366 N(74-75)=315 N(75-76)=151

	1973-74	1974-75	1975-76
A. Social Skills	15.25	14.40	14.21
	2.72	3.61	3.16
B. Academic Skills	16.51	16.00	16.63
	2.61	3.70	3.42
C. Aspiration Level	9.43	11.46	11.49
	1.48	2.81	2.71



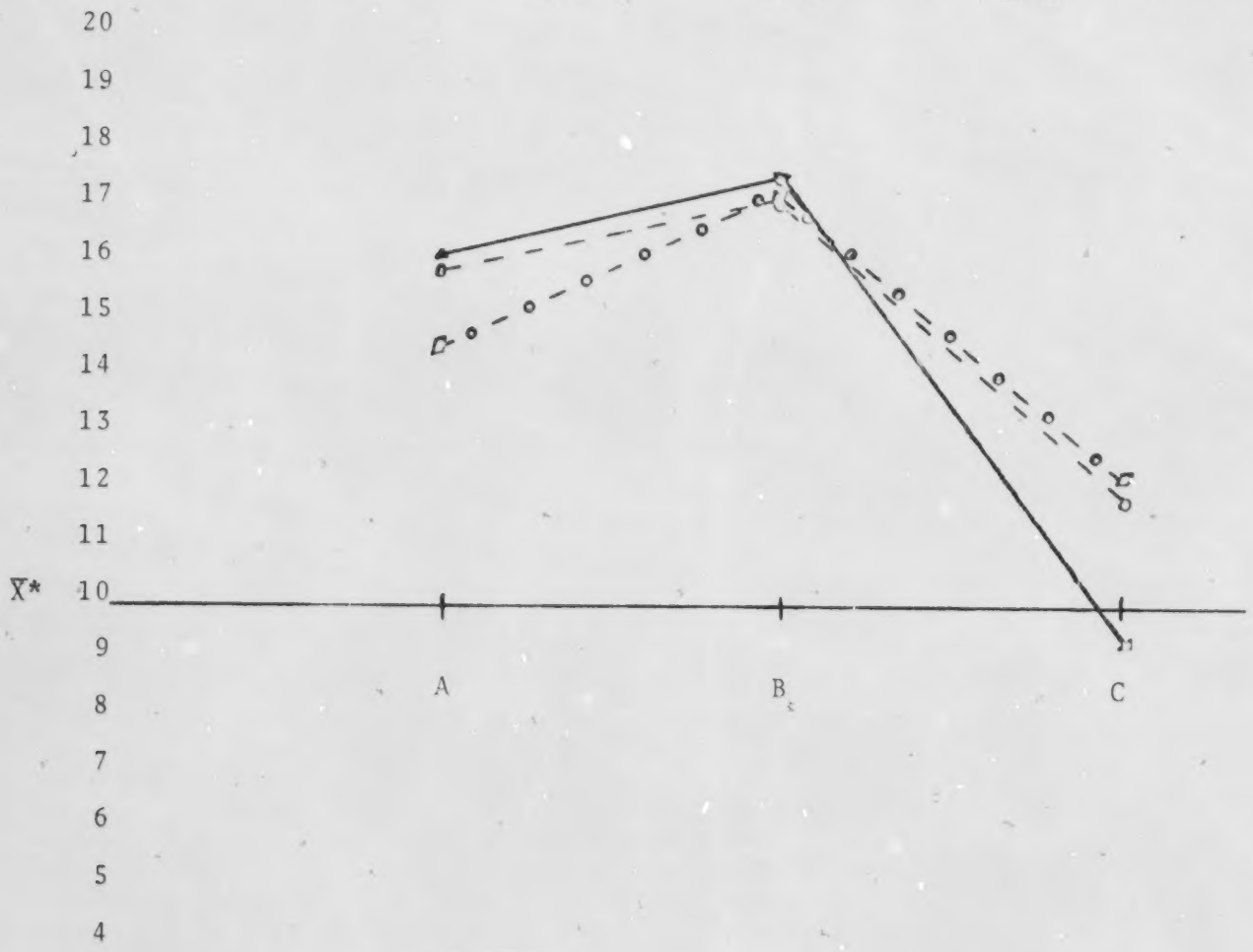
*This line represents a mean of 10.
1973-74
1974-75
1975-76

TABLE 35

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76

Career Awareness Development Inventory
Grade: 7 N(73-74) = 475 N(74-75) = 428
N(75-76) = 229

	1973-74	1974-75	1975-76
A. Social Skills	16.13	15.83	14.50
	2.86	3.92	3.16
B. Academic Skills	17.54	17.07	17.12
	2.61	3.62	3.30
C. Aspiration Level	9.35	11.95	12.23
	1.60	2.95	3.34

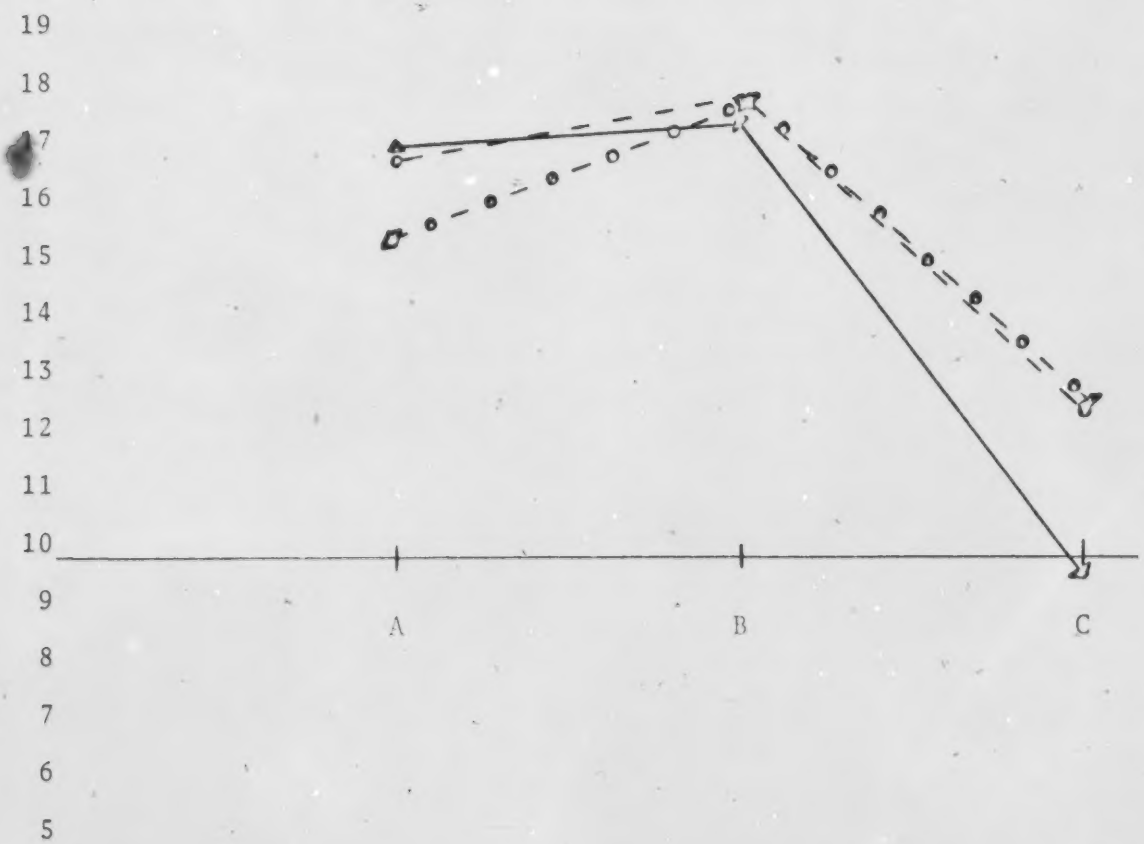


*This line represents a mean of 10.

1973-74
1974-75
1975-76

TABLE 36
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Career Awareness Development Inventory
Grade: 8 N(73-74)=363 N(74-75)=405 N(75-76)=293

		1973-74	1974-75	1975-76
A.	Social Skills	17.05	16.89	15.43
		2.75	3.49	3.04
B.	Academic Skills	17.48	17.99	17.90
		2.79	3.40	3.16
C.	Aspiration Level	9.74	12.53	12.69
		2.71	2.83	3.20



*This line represents a mean of 10.

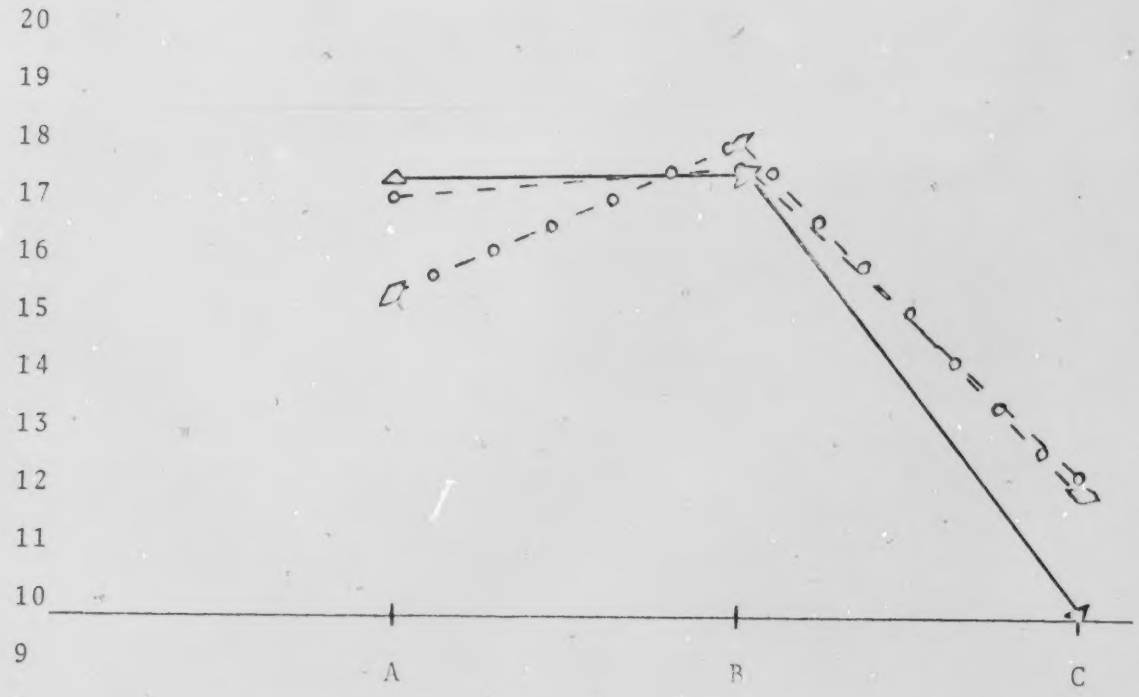
1973-74

1974-75

1975-76

TABLE 37
RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76
Career Awareness Development Inventory
Grade: 9 N(73-74)=338 N(74-75)=364 N(75-76)=171

		1973-74	1974-75	1975-76
A.	Social Skills	17.66	17.24	15.62
		2.96	3.76	3.12
B.	Academic Skills	17.73	17.79	18.26
		2.83	3.49	3.51
C.	Aspiration Level	10.01	12.48	12.28
		1.73	3.30	3.58



*This line represents a mean of 10.

1973-74

1974-75

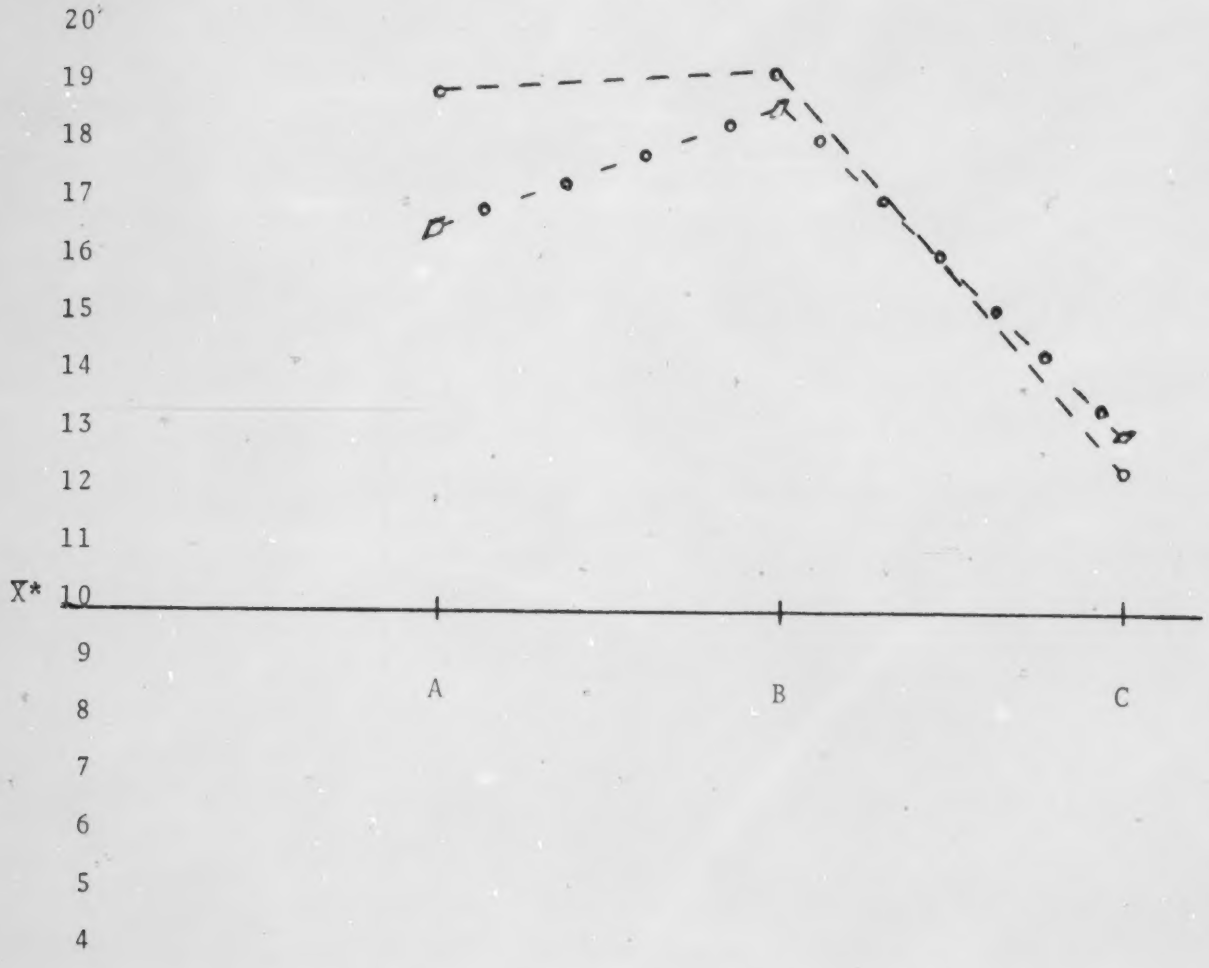
1975-76

TABLE 38

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76

Career Awareness Development Inventory
Grade: 10 N(74-75) = 148 N(75-76) = 44

	1974-75	1975-76
A. Social Skills	19.08	16.75
	5.26	1.97
B. Academic Skills	19.41	18.87
	2.87	2.51
C. Aspiration Level	12.48	13.12
	3.31	3.27



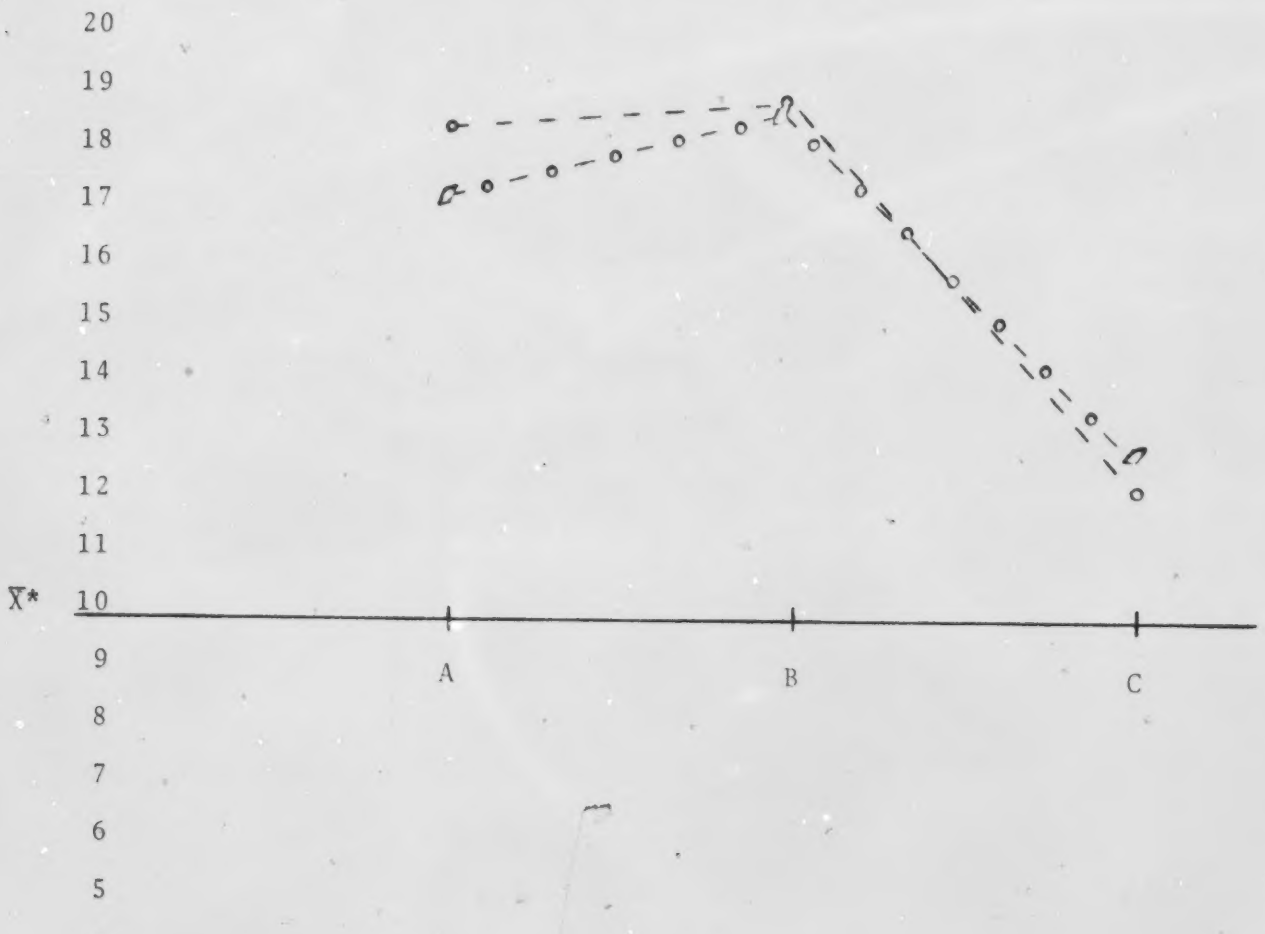
*This line represents a mean of 10.
1973-74 Data not available for grades 10,11,12.
1974-75 ⊸ – – ⊸
1975-76 ⊸ • – • ⊸

TABLE 39

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76

Career Awareness Development Inventory
Grade: 11 N(74-75) = 166 N(75-76) = 101

	1974-75	1975-76
A. Social Skills	18.57	17.25
	2.96	2.33
B. Academic Skills	19.00	18.87
	2.75	2.51
C. Aspiration Level	12.27	12.82
	3.34	3.07



*This line represents a mean of 10.

1974-75 o- - - -o

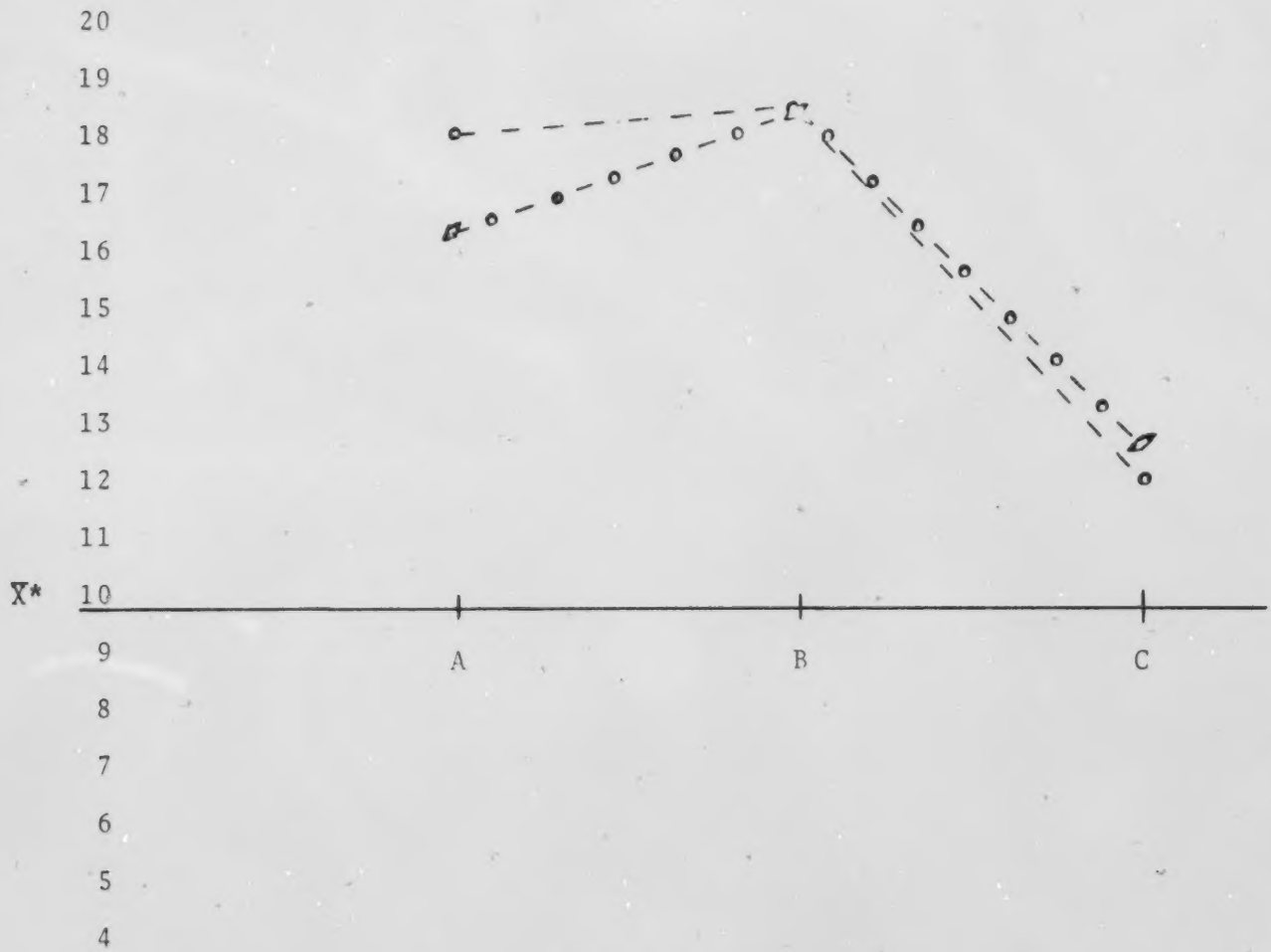
1975-76 o - o - o

TABLE 40

RICHLAND COUNTY SCHOOL DISTRICT TWO
EXEMPLARY EFFORT IN CAREER EDUCATION
1975-76

Career Awareness Development Inventory
Grade: 12 N(74-75) = 97 N(75-76) = 52

	1974-75	1975-76
A. Social Skills	18.20	16.59
	3.78	3.02
B. Academic Skills	18.73	18.66
	3.03	3.80
C. Aspiration Level	12.28	12.82
	3.25	2.90



*This line represents a mean of 10.

1974-75 ⟜ – – ⟞
1975-76 ⟜ ○ – ○ ⟞

Table 41
RICHLAND COUNTY SCHOOL DISTRICT TWO
Exemplary Effort in Career Education
1975-76
Career Awareness Development Inventory
Grades 6(N=151), 7(N=229), 8(N=298), 9(N=171),
10(N=44), 11(N=101), 12(N=52)

Table of Significant Differences
and
Levels of Significant Differences Over Selected Variables

SCALE (Sample N)	FREE LUNCH (184)	RURAL (103)	MILITARY (223)	DROP OUT (9)
Social Skills	.001* Lower	.05 Lower	---	.05 Lower
Academic Skills	.001 Lower	.05 Lower	.05 Lower	.001 Lower
Aspiration Level	.001 Lower	.001 Lower	---	---

* .001 indicates level of probability and lower or higher indicates whether group under study on that variable scored significantly higher or lower than the total group.

Career Education Survey

As a result of a design conference conducted in the fall of 1975 with the project director, staff and evaluator, it was decided that a measure of the perceptions, attitudes and actions of building principals would be a useful addition to the data picture of the project. The consensus at this meeting was that principals and teachers were integral to the success of the project. The principals, to a large degree, determine the physical and learning environment of the school they head, and their support or rejection of career education has a lot to do with its subsequent progress.

The survey consisted of three main parts. The first part solicits basic information on the professional background of the principal completing the survey; this included background experience directly related to their present position. The second segment of the survey was related to individual educational programs which principals are involved in, with a breakdown of these according to funding source. The principals were asked, for example, which programs in their school received their attention and how that attention was allocated.

Finally, the survey was directed toward the specific area of career education as it is being conducted in schools. Principals responded to questions concerning who, in their particular school, is repsonsible for conducting the career

education efforts and how much of their own time is consumed by career education activities. The following summary provides a concise view of the responses provided by the rpincipals.

Eighty-three percent of the principals responding are responsible for schools with student bodies numbering over 500; 66% of the respondents have held their position for more than five years. Nine out of ten principals, or 90% have worked in the Richland District Number Two for a period of time longer than five years. Therefore, the majority of the principals have had time to establish themselves in their particular system and to voice opinions about the career education program with confidence and accuracy.

The principals largely agreed on how most of their time was spent. Of the requirements placed on principal time, the single, largest was that of dealing with school management affairs. Principals also stated that resolving student problems consumed the next greatest single amount of their work time. Only incidentally did the principals feel that responsibilities at the central office and educational program management consumed their working time. Parent conferences, teacher conferences, and other miscellaneous areas did not appear to have great emphasis in the relative percentage of energy exherted in these pursuits.

With very few exceptions, principals were responsible for some kind of individualized educational program in their school. These programs varied from mastery of a certain subject area,

such as math, to programs for a specialized school population, such as the talented and gifted or the learning disabled. The two most prominent areas of individual programs, career education and special education (including talented/gifted and learning disabilities) were listed by principals in equal numbers. Other programs repeatedly mentioned by principals as requiring their attention were Title I programs and Individually Guided Education programs.

The principals had very mixed feelings about where most of their administrative time was spent. There was, however, more agreement over which programs required the least amount of time. In this case, career education was frequently cited, and the reasons given by principals were very similar. The primary reason principals needed to give little attention to the career education program was that excellent, effective staff members were in positions to successfully carry out the objectives of the program with little assistance from other administrators.

Generally, principals were involved with the career education program twice a week. There was a feeling among these respondents that developing an awareness of self and others is the single most important goal of the career education program. Following this priority, principals agree that the development and practice of appropriate decision making skills was a very important goal for students in the program. Considered less

important were the development of skills and the pursuit of further education. Two other objectives of career education were termed by principals to be less important. These objectives were the development of an understanding of the future utility of the concepts taught in school and the development of favorable attitudes about the personal, social and economic significance of work.

The principals completing this survey made several recommendations regarding the career education program. The recommendation most often expressed was that the program be allowed to continue because of what they felt to be its intrinsic and extrinsic worth. We, the evaluators, concur.

Career Education Teachers Survey

A major component of the process evaluation of the career education project in the Richland Two school district for previous and current evaluation efforts has been the assessment of teacher attitudes toward and actions within the project. This assessment has been generally accomplished by the use of a locally generated survey form which was keyed to the increasing sophistication and maturity of the project.

The survey for the 1975-76 school year was administered to all teachers in the system. Three hundred and thirty two teachers completed this survey. This total was made up of 119 elementary teachers, 60 middle schools, 21 junior high school and 135 teachers at the senior high level. The evaluator felt that the rate of return for the surveys was excellent.

The responding teachers were, for the most part, experienced teachers when they came to Richland District Number Two. The data indicates that the mean teaching experience of responding teachers was eight years overall. The mean teaching experience of teachers in the Richland school system was five years. This would seem to indicate that the teacher cadre was an experienced one. The data would also indicate that most teachers in the system had taken part in the career education project from its point of inception. This relatively stable faculty population has allowed the project staff to develop the most efficient method for interaction with the teachers. This staff and teacher

contact took many forms.

When asked about the form of contacts most of these teachers had with staff of career education, the responses were as follows. Teachers, overall, had more personal contacts than telephone contacts with the career education staff assigned to their respecitve schools. Even though 3% of the teachers made no response to this particular question, the majority of teachers across all levels of education had between one and three personal contacts with career education staff for the 1975-76 school year. This encounter range was cited by 59% of teachers in the Middle school; 45% of the teachers in the junior high; and 58% of the teachers at the senior high level. Only at the elementary level did the majority of teachers have a higher range of personal contacts with career education staff. In this category, equal numbers of teachers said their contacts had ranged from four to seven in the preceding year and from eight to ten in the current year.

The other method of teacher contact with the career education staff cited was by telephone. Only 69% of the teachers responding to the survey indicated that they had had any telephone contact with the staff at all. There were individual variations by school type but they indicated a low telephone contact rate. This finding is very consistent with the operating philosophy of this career education project which relies heavily on person to person contact.

We, the evaluators, feel that the relatively low telephone contacts and the high personal contact rate indicated by responding teachers is evidence of a very active career education staff doing their job.

The greatest single source of career education related materials, regardless of grade level, was the career education staff. In general, the mean incidence for obtaining materials by this method was overwhelmingly higher than any other method of retrieving materials (other methods being either from personal resources or use of materials already found in the schools). Only at the senior high level did teachers use their own resources to almost the same degree as they did materials from career education staff, and the materials already in the schools only slightly less.

During the 1975-76 school year, community resources relevant to the goals and objectives of career education were utilized in the schools. These resources, in the form of speakers, field trips, and demonstrations, were most often arranged by the career education staff at all levels except at the senior high school level. In the former instance, the contrast in means between career education personnel arranging activities and individual teachers arranging activities was overwhelming. The difference in means favoring teachers making their own arrangements, in the latter case, was minimal. The evaluator has reviewed the quarterly reports provided by the project director and has reviewed the use of community resources as tabulated in these reports. For

detailing of those evaluations, the project's annual report should be consulted. Since the evaluator was not present to observe the conduct of the utilization of community resources, no comment can be made as to the quality of the resource utilization.

In order to insure that the allocation of resources for career education will continue to be placed in areas deserving priorities, teachers were given the opportunity to project their own opinions in this respect. Of the 84% teachers responding to how much priority they feel should be given to the utilization of community resources for career education efforts, the majority of teachers, regardless of their teaching grade level, ranked this area as needing highest priority in the future. Purchasing career education materials, on the other hand, was given highest priority most often by teachers at the elementary level. Teachers of the other groups saw this resource as having middle to middle-high priority.

A career guidance program was cited frequently as a goal deserving high priority by only senior high teachers. Similarly, concerning career education's work in training students for specific skills, junior and senior high teachers show this objective as needing high priority; the teachers at lower grade levels viewed it as having middle priority in relation to other goals. This, however, is not a program objective. One out of five teachers did not respond to the question of allocation in this area. Conclusively, teachers gave highest priority to the

allocation of resources benefiting the population with which they are most directly involved. This finding should not be viewed with any surprise.

What priorities did teachers give to the six various areas of emphasis in career education? Generally, the area of emphasis cited by more teachers and principals as deserving highest priority was self awareness. The preference was consistent across all grade levels. Other areas frequently listed as having highest or second highest priority were direct reflections of the grade level served. As an example, teachers of junior and senior high school students viewed decision making, economic awareness, and career awareness as having higher priority than areas which teachers of the elementary and middle levels expressed as high. The latter group felt attitudes and appreciations, with respect to the needs of students, merited highest priority.

Given the chance to cite any new, not yet mentioned area of emphasis for career education, teachers overwhelmingly had no suggestions at all. Ninety-six percent of the teachers in the survey did not make any recommendation in this regard. The suggestion from the information in this section of the questionnaire is that most teachers do not generalize the goals of career education across the spectrum of all educational levels, but evaluate and adopt the goals according to the needs and priorities they assume for their own particular students.

Sporadically, teachers at all education levels gave recom-

mendations regarding the career education program. The most common recommendation made by teachers was that the program simply be allowed to continue, that funding not be decreased or cut off. Other opinions elicited included more orientation for teachers who are to be affected by the program. This would or should include scheduling conferences with career education staff, making available to teachers a catalogue of materials and resources in specific subject areas, and providing useful, on-going inservice programs or meetings. All these are already provided parameters and we must assume that the teachers responding desired an expansion of these program elements.

APPENDIX B

Areas of Program Emphasis

Areas of Emphasis

The following outline, prepared by the Staff, presents the major areas of emphasis adopted by the project and will be used as the basic outline for presenting the evaluation results:

A. Career Awareness and Preparation

Know the jobs of those around you and relate these to the community.

Acquire the ability to develop rules and accept responsibility.

Gain a knowledge of various jobs and their interdependency.

Understand the impact of careers on life-style.

Recognize abilities and skills required for various careers.

Understand how personal attitudes, values, interests and abilities relate to various careers.

Relate career exploration to one's own attitudes, values, interests and abilities.

Recognize the basic skills and habits necessary in the working world.

Understand the special skills, training, and knowledge required for a specific career.

Evaluate areas of career interests in terms of individual interests, values, and abilities.

Identify the individual's role in society and its effect on personal satisfaction and group interaction.

Identify present life-style and the conditions determining it.

Develop self perception of individual abilities and interests as related to career requirements and match these to the skills and processes needed for a chosen career.

C. Economic Awareness and Understanding

Be aware of the exchange of goods and services.

Understand the role of money in our economy and our personal lives.

Recognize the importance of a variety of jobs to each individual's life-style.

Recognize and understand the interdependence of jobs.

Understand general economic principles -- distribution of goods and services, supply and demand, mass production, taxes.

Understand the projected changes in our economic system over the next several decades.

Recognize the implications of increased leisure time.

Develop the concept of management of finances -- earning, spending, borrowing, saving, etc.

Understand the economic potential of a career field and the cost of entering that field.

Understand basic legal and financial principles and apply these in considering career alternatives.

Relate the economic implications of a chosen career to one's desired life-style.

D. Attitudes and Appreciations

Understand the need to share and cooperate to complete tasks.

Be aware that school is a job.

Develop sound work habits.

Learn to appreciate all individuals in the school setting.

Be aware of the importance of getting along with others.

Understand the term "work" to include those activities that are constructive and personally meaningful and/or gainful.

Realize the contributions of community members to students and others.

Be aware of the wage earner's role and how it affects the family.

Demonstrate dependability and responsibility in a variety of settings.

Appreciate all forms of human endeavor and recognize their personal, social, and economic significance.

Understand the impact of work in one's life and the resulting need to make a meaningful career choice.

Understand the importance of all careers and their contribution to society.

Analyze working roles as to differences and similarities and advantages and disadvantages.

Make a commitment to the selection of a career based on individual attitudes, values and education.

Appreciate the personal and social significance of the effective use of leisure time.

E. Educational Awareness

Relate basic skills to community roles.

Understand the use and importance of various communication skills.

Recognize the role of other basic skills -- computational, interpersonal, scientific, etc.

Relate the mastery of educational skills to one's own life-style.

Relate the mastery of educational skills to success in a variety of careers.

Understand how interpersonal relationships affect the accomplishment of tasks.

Apply basic course content to practical situations.

Combine basic education with practical career-related experience in the community.

Determine a tentative personal educational plan to prepare for a chosen career.

Formulate future career options and appropriate preparatory plans.

F. Decision Making

Be aware of the consequences of making decisions.

Analyze alternatives to problems and express these verbally and in writing.

Identify the components of the decision making process -- identify problem, consider alternatives, consider consequences, make decision, implement and evaluate.

Apply decision making process to school, home and social problems.

Recognize and accept other's decisions.

Realize the need for goals in life-style decisions.

Apply decision making process to study of careers.

Be aware that career decisions are flexible.

Analyze and refine tentative career decisions.

Select a career area for in-depth analysis, and formulate a plan for in-depth study.

Choose a tentative career and apply all resources to this decision.

Analyze career and life-style decisions as related to individual values and goals.

VII. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

In addition to the conclusions and recommendations reached by the third-party evaluator, the career education staff and district administrators have felt that the career education effort has had a marked impact on the district's instructional program. During the past three years, the program has received enthusiastic support from teachers, administrators, counselors, and members of the community. Unlike many other exemplary programs, the career education effort in Richland District Two was supported by both federal and local monies from the beginning. As a result, the transition to a total locally funded program was much smoother. This was accomplished in July of 1976 in accordance with a predetermined plan for continuation which was developed by the career education staff. The plan itself was one of three options that evolved during the last two years of the program under federal funding.

Specifically, the plan called for the continuation of the curriculum infusion and student services aspects of the program. Three professional staff positions were to be retained as a means of assisting K-12 teachers in planning as well as providing secondary students with exploration and placement opportunities. In addition, a secretary/staff assistant would also be retained to assist teachers with the arrangements of field trips and resource speakers.

However, because of some severe budget restrictions, the plan was not implemented as it was written. The major changes occurred at the high school level as it became apparent that there were not sufficient funds to employ a secondary-placement coordinator. As a result, the planning assistance function was assumed by an administrative assistant in charge of career education and the talented and gifted program at the high school. The placement function was incorporated into a new coordinator's position that as in past years served all students. The continuation of the computerized follow-up system, that was designed during the first three years of the career education program, became the responsibility of the district director of testing and research.

At the middle and junior high school levels the decision was made to add a new emphasis to the program. Specific strategies were designed that would provide concentrated assistance to those teachers who worked with students identified as potential drop-outs. Because these students, in many cases, were a part of the sub-analysis of free lunch and rural groups done by the third-party evaluation, it was felt that their needs were critical. In order to assist the

teachers who would be working with these students, a drop-out prevention coordinator was employed by the district under the auspices of Title I.

The elementary part of the career education program continued in much the same manner as it had in past years. Regularly scheduled planning meetings with teachers at two week intervals help to insure that the six areas of emphasis are an integral part of the curriculum. These planning sessions are one of the responsibilities of the district director of career education. In addition, the director also coordinates the entire district career education effort so as to maintain the continuity of past years.

As originally outlined in the plan, the staff assistant provides teachers at all levels with help in arranging materials, resource persons, and field trips. This service has greatly increased the use of the community as a learning resource.

Because the career education effort in District Two is very process oriented, there was little emphasis placed on the development of exportable career education units. In essence, teachers authored plans for their own instructional environment which incorporated career education concepts. During the three years of Part D funding many useful materials were developed for the use of teachers, administrators, and others who were interested in the program. A list of these materials is contained in appendix P.

The greatest mark of success that this career education program has enjoyed is the fact that it has been continued beyond federal funding. This in itself is a mark of commitment that was originally stated by the board of trustees and carried out by the many dedicated teachers, principals, and district staff.

APPENDIX A

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APPENDIX B

RESOLUTION

WHEREAS - The current instructional program does not provide for an organized consistent approach to career development.

WHEREAS - The constantly changing, developing and highly technological society demands graduates who are aware of career options available.

WHEREAS - The general approach to education leaves most graduates without personal career direction after 12 years of educational activities.

WHEREAS - The current emphasis on career development in the career education model provides for career awareness activities at the elementary level, career exploration at the middle and junior high grades, and career preparation at the high school.

WHEREAS - The career education concept embodies the use of the community at large for the provision of educational experiences as well as the use of resource person from the community in classroom instruction.

BE IT HEREBY RESOLVED that the Board of Trustees of Richland County School District Two endorses the career education concept as a model around which the curricular activities of the school district should be devised.

BE IT FURTHER RESOLVED that the careers concepts be infused where possible into every educational activity, guidance function and any other school activity involving student experiences.

BE IT ALSO FURTHER RESOLVED that the board encourages the staff to seek and consolidate available sources of funds; federal, state and local to accomplish the task of extablishing the career education concept comprehensively K-12 in School District Two.

DATE November 28, 1972

Paul A. Dewey, Chairman

James C. Bishop

Brooks Brown, III

W. H. Rhodes

Stanley R. Walker

APPENDIX C

STATE AND PROJECT NUMBER:	South Carolina V361011
TITLE OF PROJECT:	An Exemplary Career Education Effort in School District II of Richland County
PROJECT DIRECTOR:	H. Dale Holden Director of Career Education School District II of Richland County 6831 Brookfield Road Columbia, South Carolina 29206
APPLICANT ORGANIZATION:	School District II of Richland County
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c)	$417,537
DURATION:	June, 1973, through June, 1976

Site Information: School District II of Richland County serves a student population of over 10,000 with six elementary schools, a middle school, a junior high school, a combination middle and junior high school, and a senior high school. Seventy-one percent of the students reside in suburban areas of Columbia and the remainder in primarily rural areas. The minority student population is approximately sixteen percent. Although the family income of approximately sixty percent of the student body is above average for the metropolitan Columbia area, twenty percent of the students come from homes classified as severely disadvantaged. The school district covers an outlying rural area as well as the northeastern suburbs of Columbia, a location that affords numerous community resources including the headquarters of all state agencies, the major state university, numerous private and public post-secondary education institutions, and representatives of major factions of the state economy.

Description of the Program

I. Administrative Structure

The exemplary Career Education effort in District II began operation in July, 1973, under the joint supervision of the District Superintendent and the State Department of Education. To maintain close coordination of this effort with all other district programs, the project director serves as the District Director of Career Education. The remaining project staff includes: an associate director, who with the director oversees the general project administration and provides assistance to elementary and middle school teachers; a junior high school coordinator and a senior high school coordinator, both of whom assist teachers in planning and implementation; a placement coordinator who is responsible for the placement and follow-up activities; a placement secretary; and two staff assistants who assist teachers with arranging resources such as field trips, speakers, and materials.

II. Program Design

The first year all students through the ninth grade are involved in Career Education through efforts that refocus the existing curriculum.

During the same time, a high school task force will develop and pilot various approaches which will be in full use by all high school teachers by the second year of the project. In addition, special activities will be developed and implemented at all levels to meet specific student needs; these may include special guidance efforts, unique curriculum additions, intensive training programs, and work experience activities.

III. Program Components

The overall goal of this effort is to infuse major Career Education concepts into the total curriculum. Rather than focus upon a product, this exemplary program will identify processes that lead to the desired goal of an expanded curriculum that includes Career Education emphases. As a first step the district administration and the project staff developed a working definition of Career Education that includes the broad concepts to be infused.

Overall Guidance and Counseling Emphasis - Within the district's working definition of Career Education are six major areas of emphasis, which reflect both district thinking and national trends. Three of these areas - self awareness and understanding, attitudes and appreciations, and decision-making - involve guidance oriented concepts and approaches, while the other three areas of emphasis - career awareness and preparation, economic understanding, and educational awareness - are of a more cognitive nature. The depth at which students become involved in these six areas will be a function of their needs and their readiness, through an approach which moves away from the standard focus of awareness, exploration, and preparation.

Elementary School Involvement - In grades K through 5 teachers will define subconcepts, appropriate for their students and plan methods of infusing these into their curriculum. By building upon existing subject matter concepts, the Career Education effort will become a continuous, integrated process. Techniques designed to involve the students in related classroom activities and community situations will be encouraged. Summer workshops for all teachers at this level will be offered as well as on-going staff assistance throughout the year, enabling all elementary teachers to be involved in this effort by September, 1973.

Middle School and Junior High School Involvement - For grades 6 through 9, the areas of emphasis are the same as is the basic approach of infusion with the existing curriculum of all teachers. In addition, Career Information Centers will be utilized to provide a variety of occupational information to all students. The guidance counselors will assist both teachers and students in the aspects of Career Education most directly related to guidance. Teachers at these levels will be offered both summer in-service and continuous staff assistance.

High School and Post-Secondary Involvement - A similar but somewhat extended process will be used in grades 10 through 12. In September, 1973, a task force of high school teachers, representing the basic subjects, will begin to work with the project staff to identify ways of infusing the same basic concepts into their classes. Special emphasis will be placed on exploring the community and on meeting individual students interests and needs. A Career Information Center will also be established at the high school. By mid-year, teachers will be ready to pilot various approaches, and by September, 1974, all high school teachers will be involved in Career

Education. In addition, many existing high school programs will be expanded to supplement the Career Education effort, including various guidance efforts and exploratory vocational activities open to all students. An Alternate High School will offer all students the option of attending classes in the evening as well as during the day. Another emphasis at the high school level is preparation for continuing education. A Post-Secondary Advisory Committee will work with district staff to facilitate the continuation of college-level credit courses for high school students, cooperative training programs at the technical schools, and other related coordinated efforts.

Placement Activities - Throughout the effort, teachers will provide opportunities for their students to explore the community and its relation to classroom learning. In addition, a student placement office will be established in September, 1973, to assist students in finding part-time employment and job exploration sites, as well as to assist in placing high school and college graduates in permanent positions of their choice. Other opportunities for individual students to explore various work roles will be provided by a Community Service Corps. In addition, a computerized five-year follow-up program will be established to facilitate the school's assessment of its overall effectiveness.

Other Activities - Each school in the district will have a basic professional Career Education library, and a central resource center will be established to supply teachers with special materials upon request. In addition to the Career Information Centers at the junior and senior high schools, each school's library will provide related materials for teachers and students.

Within the second and third years of the project, after a sound basic Career Education program is in operation, special students needs will be assessed, pilot programs to meet these needs developed, tested, and revised, and on-going programs established. All continuous efforts will also be carefully reviewed and altered as needed.

IV. Unique Features

An approach that removes Career Education from the awareness, exploration, and preparation definition and infuses it into a local, on-going educational effort;

A planning process that enables all teachers in a district with 10,000 students to involve all students in a basic Career Education program within one year;

An on-going assessment and development effort that identifies students needs and pilots programs to meet those needs;

An approach to community involvement that includes basic awareness, group and individual experiences, student volunteer services, job exploration, and employment;

A means of supplying teachers current information about Career Education by utilizing school professional libraries and a resource center;

A computerized student follow-up system.

APPENDIX D

TEACHER _____
SCHOOL _____
GRADE or IGE UNIT _____ ROOM NO. _____
CLUSTER _____ P.G. NO. _____

SUBJECT AREA _____
SUBJECT TOPIC _____
INITIATION DATE _____
COMPLETION DATE _____

Planning Guide

School District Two
of Richland County

AREAS of EMPHASIS	CONCEPTS	ACTIVITIES	RESOURCES - check those needed from CE staff
CAREER AWARENESS and PREPARATION			
[illegible] and [illegible]			
ECONOMIC AWARENESS and UNDERSTANDING			
ATTITUDES and APPRECIATIONS			
EDUCATIONAL AWARENESS			
DECISION MAKING			

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APPENDIX E

Career Awareness and Preparation

Know the jobs of those around you and relate these to the community.

Acquire the ability to develop roles and accept responsibility.

Gain knowledge of various jobs and their interdependency.

Understand the impact of careers on life-styles.

Recognize abilities and skills required for various careers.

Understand how personal attitudes, values, interests, and abilities relate to various careers.

Relate career exploration to one's own attitudes, values, interests, and abilities.

Recognize the basic skills and habits necessary in the working world.

Understand the special skills, training, and knowledge required for a specific career.

Begin to acquire the common and special skills needed for one's chosen life-style.

Identify the necessary abilities required in a chosen career and develop a plan for acquiring these.

Reassess one's abilities, interests, and attitudes according to selected career and life-style.

Refine and/or redirect career knowledge through counseling and guidance.

Reassess career goals and recognize life-styles related to entering and advancing in chosen career.

Acquire the skills, training, and knowledge needed to pursue a chosen career and develop general employability skills.

Plan placement alternatives and develop any additional needed skills.

Self Awareness and Understanding

Understand the importance of each individual in the functions of the family.

Understand the rights and responsibilities of each individual at home and at school.

Know the importance of "self" as an individual and as a worthy group member.

Be aware of the capabilities and limitations of individuals.

Understand and experience how individual and group goals are formed and how to resolve conflicts between the two.

Recognize attitudes toward learning and value in achieving goals.

Understand the relationships between the individual, his environment, and others.

Be aware of the individual's rights and responsibilities as a worker.

Evaluate areas of career interests in terms of individual interests, values, and abilities.

Identify the individual's role in society and its effect on personal satisfaction and group interaction.

Identify and understand values as they relate to life-styles and career choices.

Identify present life-style and the conditions determining it.

Develop self perception of individual abilities and interests as related to a career requirements and match these to the skills and processes needed for a chosen career.

Develop self-confidence in chosen career.

Economic Awareness and Understanding

Be aware of the exchange of goods and services.

Understand the role of money in our economy and our personal lives.

Recognize the importance of a variety of jobs to each individual's life-style.

Recognize and understand the interdependence of jobs.

Understand general economic principles -- distribution of goods and services, supply and demand, mass production, taxes.

Understand the projected changes in our economic system over the next several decades.

Recognize the implications of increased leisure time.

Develop the concept of management of finances -- earning, spending, borrowing, saving, etc.

Understand the economic potential of a career field and the cost of entering that field.

Understand basic legal and financial principles and apply these in considering career alternatives.

Relate the economic implications of a chosen career to one's desired life-style.

Attitudes and Appreciations

Understand the need to share and cooperate to complete tasks.

Be aware that school is a job.

Develop sound work habits.

Learn to appreciate all individuals in the school setting.

Be aware of the importance of getting along with others.

Understand the term "work" to include those activities that are constructive and personally meaningful and/or gainful.

Realize the contributions of community members to students and others.

Be aware of the wage earner's role and how it affects the family.

Demonstrate dependability and responsibility in a variety of settings.

Appreciate all forms of human endeavor and recognize their personal, social, and economic significance.

Understand the impact of work in one's life and the resulting need to make a meaningful career choice.

Understand the importance of all careers and their contribution to society.

Analyze working roles as to differences and similarities and advantages and disadvantages.

Make a commitment to the selection of a career based on individual attitudes, values, and education.

Appreciate the personal and social significance of the effective use of leisure time.

Educational Awareness

Relate basic skills to community roles.

Understand the use and importance of various communication skills.

Recognize the role of other basic skills -- computational, interpersonal, scientific, etc.

Relate the mastery of educational skills to one's own life-style.

Relate the mastery of educational skills to success in a variety of careers.

Understand how interpersonal relationships affect the accomplishment of tasks.

Apply basic course content to practical situations.

Combine basic education with practical career-related experiences in the community.

Determine a tentative personal educational plan to prepare for a chosen career.

Formulate future career options and appropriate preparatory plans.

Decision Making

Be aware of the consequences of making decisions.

Analyze alternatives to problems and express these verbally and in writing.

Identify the components of the decision making process -- identify problem, consider alternatives, consider consequences, make decision, implement, and evaluate.

Apply decision making process to school, home, and social problems.

Recognize and accept other's decisions.

Realize the need for goals in life-style decisions.

Apply decision making process to study of careers.

Be aware that career decisions are flexible.

Analyze and refine tentative career decisions.

Select a career area for in-depth analysis, and formulate a plan for in-depth study.

Choose a tentative career and apply all resources to this decision.

Analyze career and life-style decisions as related to individual values and goals.

APPENDIX F

CAREER EDUCATION

FUNDED UNDER PART D P.L. 90-576

MEMORANDUM

FROM: _____ DATE: _____

TO: _____ SCHOOL: _____

PLAN OR PLANNING GUIDE

___ No plan on file, please complete or contact _____ at _____ so I can proceed with your resource request(s).

ASSISTANCE FROM CE STAFF

___ Please contact _____ at _____ about the nature of your plan/request.

FIELD TRIP - RESOURCE SPEAKER

___ I need more specific information, please fill out a Resource Request form.

___ I am unable to make the arrangements you requested, please contact me at _____ to discuss alternatives.

___ Your Field Trip/Resource Speaker is scheduled for (DATE)_____ at (TIME)_____. Please contact (PERSON)_____ at (ORGANIZATION)_____ to complete the details of how it will be tied to what is going on in your class.

MATERIALS

___ I need more specific information, please fill out a Resource Request form.

___ I cannot obtain the materials you requested, please contact me at _____ so we can discuss substitutes.

APPENDIX G

TEACHER _____
SCHOOL _____
GRADE or IGE UNIT _____ Rm. No. ____
CLUSTER _____ P.G. No. ____

SUBJECT AREA _____
SUBJECT TOPIC _____
TODAY'S DATE _____
No. of STUDENTS IN CLASS _____

RESOURCE REQUEST

School District Two
Richland County

RESOURCE SPEAKER

ORGANIZATION _____

CONTACT PERSON _____

DATE NEEDED _____

SPECIFIC TIME _____

ALTERNATE

ORGANIZATION _____

CONTACT PERSON _____

DATE NEEDED _____

SPECIFIC TIME _____

FIELD TRIP

PLACE _____
DATE of TRIP _____
TIME of DEPARTURE _____
TIME of RETURN _____
SCHOOL TRANSPORTATION
NEEDED _____
NOT NEEDED _____

ALTERNATE

PLACE _____
DATE of TRIP _____
TIME of DEPARTURE _____
TIME of RETURN _____
SCHOOL TRANSPORTATION
NEEDED _____
NOT NEEDED _____

MATERIALS

Date Needed _____

Quantity	Description

PLANNING GUIDE: Completed ☐ Not Completed, Need Assistance ☐

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APPENDIX H

BLUE RIBBON ADVISORY COMMITTEE

Tom Cornor
Vice President of Personnel
Bankers Trust

W. L. Ogletree
Eastern Airlines

J. William Snarr
Vice President of Marketing
Hewitt-Robbins

Lee Mootz
Executive Director
Richland Memorial Hospital

Noel Williams
Greater Columbia Chamber of Commerce

Murray Price
Vice President and General Manager
Pearce-Young-Angel (consolidated foods)

Clarence Benson
Supervisor of Quality and Administrative Services
Bendix

Walter Kneece
District Manager
Southern Bell

Robert Bailey
County Agricultural Agent

Lenonard W. Mills
Manager
Employment Security Commission

Michael Bullis
Resident Manager
Wade Hampton Hotel

Dewey Duckett
Executive Director
Midland Community Action Agency

Frank McCrory
Administrative Vice President
McCrory - Sumwalt (construction)

POST-SECONDARY EDUCATION COMMITTEE

Jim Farley
Director of Education
Midlands Technical Education Center

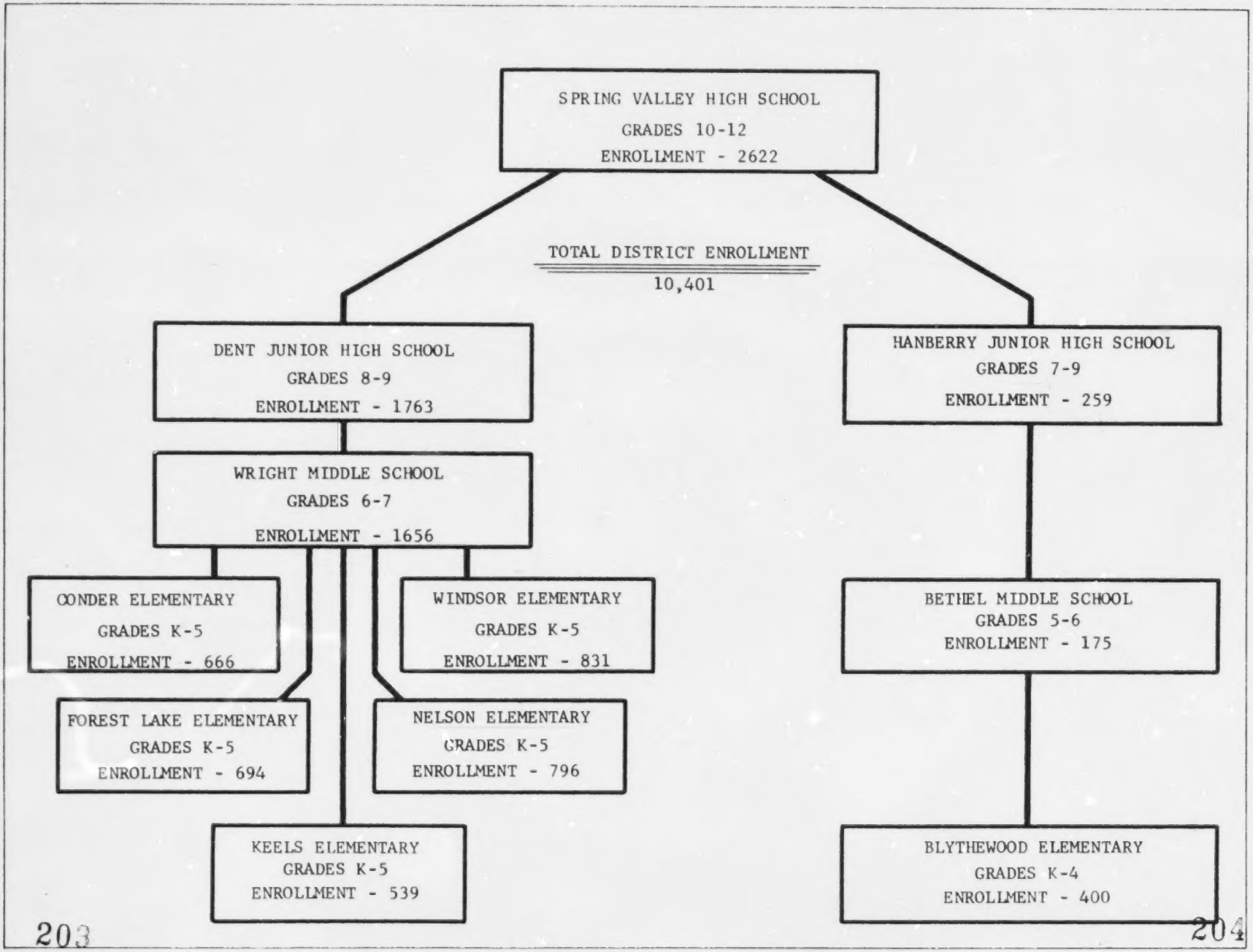
James Keith
Chairman of Counselor Education
USC, College of Education

William H. Knight
Benedict College

Bill Butler, Dean
Office of the Dean
Columbia College

Don Rosick
Counselor
Allen University

APPENDIX I


SPRING VALLEY HIGH SCHOOL
GRADES 10-12
ENROLLMENT - 2622
TOTAL DISTRICT ENROLLMENT
10,401
DENT JUNIOR HIGH SCHOOL
GRADES 8-9
ENROLLMENT - 1763
HANBERRY JUNIOR HIGH SCHOOL
GRADES 7-9
ENROLLMENT - 259
WRIGHT MIDDLE SCHOOL
GRADES 6-7
ENROLLMENT - 1656
CONDER ELEMENTARY
GRADES K-5
ENROLLMENT - 666
WINDSOR ELEMENTARY
GRADES K-5
ENROLLMENT - 831
BETHEL MIDDLE SCHOOL
GRADES 5-6
ENROLLMENT - 175
FOREST LAKE ELEMENTARY
GRADES K-5
ENROLLMENT - 694
NELSON ELEMENTARY
GRADES K-5
ENROLLMENT - 796
KEELS ELEMENTARY
GRADES K-5
ENROLLMENT - 539
BLYTHEWOOD ELEMENTARY
GRADES K-4
ENROLLMENT - 400

APPENDIX J

SPRING VALLEY HIGH SCHOOL GUIDANCE PROGRAM
10th GRADE QUESTIONNAIRE

Please Print:

Name _____
last first middle homeroom

Telephone No. _____, Age _____, Male_____Female_____

Date of Birth _____Place of Birth_____
month day year

You are now in the 10th grade, which is an important year in your life. College and Vocational School acceptance is determined on the grades and work you do in the 9th, 10th, 11th, and 12th grades. At the end of this school year, you will be half way through high school. It is urgent that you now look seriously at where you are and where you want to go. This questionnaire is one means of helping your counselor to help you; therefore, please fill in correctly as directed.

PART I

1. With whom do you live? (check one) Father & Mother _____, Father only _____, Mother only_____, Guardian____, Friends____, Others_____.

2. Counting yourself as one, how many children are in your family?_____. You are child number _____.

3. Do you plan to complete your high school education in a year (skip a grade) yes_____, no_____.

4. What have you decided you are going to do after you complete high school? Go to college____, go in the service____, go to a vocational or technical college____, go to work____, go to a military academy____, other____, undecided_____.

5. What is your ultimate goal in terms of a career choice? To be a _____.

6. Do you feel that you are getting the most out of your education here at Spring Valley? Yes_____, No_____.

7. If your answer is no, please check the reasons below: a. My fault, not studying____, b. Courses not interesting to me____, c. Don't get along in the classroom____, d. Courses not what I thought them to be _____, e. Other _____.

8. Are you (or were you in the 9th grade) a member of any school clubs or organizations? Yes_____, No_____ . If yes, which ones? (list them)_____,_____,_____.

9. Do your teachers seem to understand you? Yes_____, No_____.

10. What would you like to see taught here that is presently not being offered in our curriculum?_____,_____,_____,_____.

11. Do you want to talk to a counselor about your school work, future educational plans or a personal problem? Yes _____, No_____.

12. What courses do you plan to take next year? _____,

_____,_____,_____,

_____,_____,_____.

PART II

1. What subjects do you find you enjoy most?

_____,_____,_____,_____.

2. My test performance generally is excellent____, good_____, fair_____, poor_____.

3. Complete:
In order to help me pursue my goal, I think the items I have checked below would be beneficial:

_____ One day out of school visitation/exploration in my area of interest
_____ Small group sessions on Career Information and the components of the decision making process.
_____ Small group sessions on career choice____, self concept____, weight reduction_____, academic adjustment____, social adjustment____, how to study_____, how to take tests_____, other (specify)_____.
_____ More Individual guidance
_____ More college information
_____ More Career information
_____ Other (Please specify)_____.

4. What are your hobbies? _____,_____,_____,

_____,_____,_____.

5. If you get in trouble, to whom would you go for help? _____

_____.

APPENDIX K

SAMPLE LEARNING ACTIVITIES

Subject Matter Concept	Areas of Emphasis	Activities
Kindergarten - Science Birds	Self awareness, decision making, career awareness.	Activities dealt with the responsibilities for the care and feeding of birds; the various workers at the zoo who care for the birds; and the decisions involved in purchasing and keeping pet birds.
First Grade Reading Motivation	All six areas, particularly educational awareness.	Parents and other speakers explain why they need to read; children write experience charts summarizing visits.
First Grade - Mathematics Math as a fun factory	All six areas.	The activities centered around setting up a mock factory complete with assigned responsibilities. Students made a catalog of materials and discussed the ways math would be used in the operation of their company.
Second Grade - Social Studies Current Events	All areas except educational awareness.	The students plan to visit the local TV station as a follow-up to their in-depth discussion and class projects related to the energy crisis, pollution, and inflation.
Second and Third Grade Science focusing on animals	All six areas.	Care for animals in room - hamsters, incubators, aquariums; discuss children's pets and their responsibility for them; speakers include zoo manager, pet store personnel, veterinarian.
Third Grade Health focusing on Nutrition	Career awareness, attitudes and appreciations, self awareness, decision making.	Visitors and class discussions stress interrelatedness of a variety of kinds of work - farmer, restaurant manager, grocery store personnel, home demonstration agent; textbook covers the importance of good nutrition; children plan menus.
Third Grade - English Communication Skills	All areas except self awareness.	The activities incorporated a trip to a local insurance company, role playing of various careers, writing letters and filling out various forms. The students also read various insurance pamphlets and reported their findings to the other members of the class.

Third Grade - Social Studies S.C. History	All areas except economic awareness.	Students presented a play on South Carolina to the other students. Governor West's attendance was arranged by the students. A professional actor spoke to the class in addition to their other activities.
Fourth Grade - Science/Health Human Body	All areas except economic awareness.	The activities for this unit focused on the study of the framework of the body; the muscles; the teeth, eyes, ears; and the major organs. A junior olympics was organized using students from the high school track team and a number of resources speakers helped students to understand their bodies.
Fifth Grade - Social Studies Times of Crisis, Our American Heritage, Democracy, etc.	All six areas.	The students did research comparing various aspects of English and American life. They also developed a large size timeline depicting major historical events and constructed various models.
Middle School - Reading Cultural Arts	All six areas.	The South Carolina Arts Commission presented a play as well as several workshops for students to broaden their appreciation of dramatics and to help enhance their self concepts. Activities in the classroom preceded and followed the performances.
Upper Elementary Science and Social Studies Unit on Prehistoric Man	All six areas except career awareness.	Major activity was making time capsule - compared present with prehistoric and projected future.
Upper Elementary Math focusing on Measurement	All six areas.	Measurement was tied to ways children used the concept and ways a restaurant used it.
Middle School - Science Structures of Lower Animals	Decision making, attitudes and appreciation, self awareness, and career awareness.	Students dissected various animals with assistance from high school biology students. The classes also discussed various careers in biology.
Middle School - Math Review of skills - Grocery Store	Economic awareness, self awareness, attitudes, decision making, educational awareness.	Students and teachers stocked the grocery with empty cans, boxes, etc. Students set up a family budget, learned check writing and practiced shopping.

Middle School Reading and Literature	All six areas.	Plan relates reading to cultural arts as means of recreation and self expression on a continuous basis; activities include attending a play, presenting a play, working with professional actors, talking with folk singers, film-makers, poets, etc.; classroom studies expand these "special" activities.
Middle School Social Studies focusing on Middle East	All six areas.	Panel explained three major religions; interest centers or stations explored each country with individual research and speakers highlighting cultural differences; current events related to economic understanding.
Middle School Science Safety at Home, School, Community	Self awareness, attitudes, decision making, educational awareness.	Students made posters, scrapbooks, and worked in the school health room. The teacher organized a clean-up campaign. Two student speakers from the Weekend Rescue Squad demonstrated emergency procedures.
Middle School - Social Studies Mexico	Self awareness, attitudes and appreciations, economic awareness.	Students prepared a Mexican meal and planned a fiesta with dancing, singing, and breaking of the pinata. A guest speaker contrasted ways of life in the U.S. and Mexico.
Middle School Mini-Unit based on Applied Math and Study Habits	Career awareness, economic awareness, educational awareness.	Speakers from business/management explained flow charts to class who were involved in programmed instruction relating flow chart approach to problem solving.
Junior High Civics	All six areas.	Discussion of Oswald focused on individual capabilities and limitations; student essays explored responsibility of citizen; viewing movie Executive Action motivated discussion of life styles as well as further discussions of above topics.
Junior High - Home Economics Grooming	All six areas.	Students analyzed their own figures, hair, grooming practice. Model discussed how grooming affects appearance, self image, career opportunities.

Junior High Science Motivation for Slow Learners focusing on Processing Wool	Self awareness, educational awareness, attitudes and appreciations.	Small group processed cloth by gathering, cleaning, spinning, and knitting raw wool; further activities included experimentations with dyes and fabric design and demonstrations for the rest of the class.
Junior High - Civics Political Parties/Voting	Decision making, educational awareness.	Students played roles of different parties and developed party platforms. State representatives spoke to students about the organization of a political party. Issues and the cost of an election were also discussed.
Junior High - Earth Science Planets	Self awareness, decision making.	Students built creatures with characteristics appropriate to the planets. The creatures were judged in a contest.
Junior High Earth Science focusing on the Atmosphere	All six areas.	Two different speakers responded to student interviews - a meteorogist and an airline pilot; further discussions focused on student research and reports.
Junior High Physical Science focusing on the Scientific Method as an introduction to Astronomy	Career awareness, self awareness, economic awareness, educational awareness.	The use of the scientific method was illustrated by individual research on astronomers and archeologists, by university bulletins on research, and by a class trip to a planetarium where the lecturer discussed astronomy and research.
Senior High (10th & 11th) Spanish - Travel	All six areas.	The class made a slide-tape program depicting a trip to Spain. A field trip to the airport gave students the opportunity to make pictures of the boarding and take-off.
Senior High (11th grade) Social Studies focusing on Local Government	Economic awareness, attitudes and appreciations, self awareness.	Discussion of school financing initiated individual research; interviewing the school superintendent culminated this phase of studying local government.
Senior High (10th grade) Sociology focusing on Employability	Career awareness, self awareness.	President of local industry explained his company's prerequisites; students completed sample applications and researched other employers' prerequisites.

Senior High (11th) Social Studies - Laws & Punishment	Self awareness, attitudes and appreciations, economic awareness.	After class research and discussion, a field trip was made to the sheriff's department to see the facilities and talk with various officers.
Senior High (10th & 12th) English - Communications	All six areas.	A novel approach to the study of communications was used by incorporating the Bell Telephone tele-trainer, role-playing, and ordering catalogs. A speaker was used to emphasize the need for proper communications in various career fields associated with the Bell System.
Senior High (11th grade) Algebra II Motivation	Career awareness, educational awareness.	Speaker from local business illustrated use of algebraic concepts in his company.

APPENDIX L

QUESTIONNAIRE

Career Education Council of Students (CECS)

COMPARISON OF RESULTS

November, 1973 meeting with
May, 1974 meeting

Date_____

Name_____

Grade & Unit_____

		None	1-2	3-5	6-8	More than 8
Speakers: About how many speakers from the community have you had in your classroom this past nine weeks?	11/73	23		1		
	5/74		10	4	4	
Field Trips: How many field trips have you been on this nine weeks?	11/73	23				
	5/74	2	10	4		2
Materials: How many times have your teachers used supplies furnished by persons or businesses from the community such as checks, pamphlets, etc.?	11/73	24		0		
	5/74	6		12		
Special Activities: How many new and different activities have you experienced this nine weeks such as role playing, experiments, making posters?	11/73	10	9	4		1
	5/74		4	10	2	2

Please write here any ideas you may have that will make your classes more meaningful:

The above data shows the increase in numbers of speakers, field trips, materials, and special activities, as perceived by the Career Education Council of Students.

Other comments:

A summary of student comments at this final quarterly meeting revealed the following:

1. *At Career Education meetings we get to express our different views.*
2. *Let us students get out of the books sometimes; there are different and better ways to learn.*
3. *Teachers should try to understand the students' problems and start asking the students what they want to do.*

4. *This has been a good year - thanks a lot!*

5. *If the teachers would let the students be more involved in preparing and carrying out the lesson plans, the students would be more interested in learning.*

6. *The teachers here at Dent this year seem to be more interested and more concerned with the student as an individual, not just another face - and that makes school a lot better.*

APPENDIX M

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SUBJECT					
SUBJECT					
SUBJECT					
SUBJECT					

NAME_____

DATE_____

		UNIT GOALS OR OBJECTIVES *Relate to Areas of Emphasis*	SPECIAL ACTIVITIES AND/OR RESOURCES PLANNED *Plan Specific Day's Activities on Reverse Side*
SUBJECT UNIT TOPIC PERIOD(S) ESTIMATED UNIT LENGTH (WKS) DATE	*Circle Areas Incorporated* CAREER AWARENESS SELF AWARENESS ECONOMIC AWARENESS ATTITUDES & APPRECIATIONS EDUCATIONAL AWARENESS DECISION MAKING		
SUBJECT UNIT TOPIC PERIOD(S) ESTIMATED UNIT LENGTH (WKS) DATE	*Circle Areas Incorporated* CAREER AWARENESS SELF AWARENESS ECONOMIC AWARENESS ATTITUDES & APPRECIATIONS EDUCATIONAL AWARENESS DECISION MAKING		
SUBJECT UNIT TOPIC PERIOD(S) ESTIMATED UNIT LENGTH (WKS) DATE	*Circle Areas Incorporated* CAREER AWARENESS SELF AWARENESS ECONOMIC AWARENESS ATTITUDES & APPRECIATIONS EDUCATIONAL AWARENESS DECISION MAKING		
SUBJECT UNIT TOPIC PERIOD(S) ESTIMATED UNIT LENGTH (WKS) DATE	*Circle Areas Incorporated* CAREER AWARENESS SELF AWARENESS ECONOMIC AWARENESS ATTITUDES & APPRECIATIONS EDUCATIONAL AWARENESS DECISION MAKING		

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APPENDIX N

PLACEMENT RESPONSIBILITIES

The placement function at Spring Valley High School is shared by the career education placement office, the guidance department and the instructional staff in the Vocational wing at the high school.

The guidance department is primarily responsible for assisting students who are interested in pursuing some form of post-secondary education.

The vocational instructors have the primary responsibility for placing the students they teach.

The placement office is concerned with assisting students in locating part-time employment, locating opportunities for students to get involved in volunteer service in the community, arranging exploratory opportunities for interested students, and assisting students who lack specific skills in finding employment.

While each of these three departments has specific primary responsibilities, the entire effort is coordinated and assistance is given in any area if the need arises.

PLACEMENT OFFICE FUNCTIONS

To help you understand exactly what the placement office can and cannot do for you, we have outlined the services we offer.

The placement office was established to help the student find an exploratory experience, part-time or full-time employment.

1. We cannot assure anyone of a job, because we cannot employ people, but we can tell you where jobs are available.

2. Part-time jobs are very scarce; if we can't find something in a day or two, don't get discouraged - we will keep looking.

3. Most of the part-time jobs that are available are not usually in skilled areas -- These jobs are usually in the sales and services areas.

4. We are coordinating our activities with the Employment Security Commission, so in some instances it may be necessary to go to their office for testing, etc.

5. If you do not have a Social Security Card, you cannot be employed; therefore, we will assist you in getting an application for a Social Security Card.

APPENDIX O

STUDENT FOLLOW-UP QUESTIONNAIRE

NAME AT GRADUATION _____
LAST, FIRST, MIDDLE

PRESENT ADDRESS: _____ PHONE: _____
NO. & STREET OR RFD, CITY, STATE & ZIP

[ ] HIGH SCHOOL _____ YEAR GRADUATED _____

[ ] SINGLE [ ] MARRIED [ ] OTHER IF MARRIED, LAST NAME _____

BIRTH DATE [ ][ ][ ][ ][ ][ ] SEX [ ][ ] RACE [ ][ ][ ]
MO. DAY YR. M. F. B. W. O.

I. Describe what you are doing now by checking an activity in the groups below if appropriate:

A. EMPLOYMENT

1 [ ] WORKING FULL-TIME
Name of company or organization _____
Job that you perform _____
2 [ ] WORKING PART-TIME
Name of company or organization _____
Job that you perform _____
3 [ ] WORKING PART-TIME SEEKING FULL-TIME WORK
4 [ ] UNEMPLOYED WANT WORK
5 [ ] UNEMPLOYED NOT SEEKING WORK

HOW WERE YOU TRAINED FOR YOUR EMPLOYMENT?

1 [ ] IN HIGH SCHOOL
2 [ ] IN COLLEGE
3 [ ] IN TECHNICAL EDUCATION CENTER (TEC)
4 [ ] IN APPRENTICESHIP PROGRAM
5 [ ] ON-THE-JOB TRAINING

B. SCHOOL

1 [ ] IN SCHOOL FULL-TIME 2 [ ] IN SCHOOL PART-TIME

IN WHAT TYPE SCHOOL ARE YOU ENROLLED?

1 [ ] COLLEGE (4 year)
Name of college _____
2 [ ] JR. COLLEGE (2 year)
Name of Jr. college _____
3 [ ] TECHNICAL EDUCATION CENTER (TEC)
Name of TEC _____
4 [ ] PREP SCHOOL
Name of prep school _____
5 [ ] OTHER
Name of institute or organization _____

C. OTHER

1 [ ] ARMY
2 [ ] NAVY
3 [ ] AIR FORCE
4 [ ] MARINES
5 [ ] COAST GUARD
6 [ ] NATIONAL GUARD -RESERVE
7 [ ] HOUSEWIFE
8 [ ] OTHER

II. COMMENTS - Please list courses taken at Spring Valley that you found to be helpful to you in reaching your present position.

_____

_____

SUGGESTIONS - Please make any suggestions you may have to improve the curriculum at Spring Valley.

_____

_____

FOLLOW-UP TECHNIQUE

The follow-up questionnaire for Spring Valley High School represents a combined effort on the part of the Career Education effort, the Guidance effort, the Vocational effort, and the Administration of the school. Each of these factions had a need for certain information. By pooling ideas, one survey was sufficient to fit the needs of each area.

The follow-up was designed to collect information pertaining to marital status, address change, further education, employment status and change as well as comments and suggestions concerning the educational program at Spring Valley High School.

The information was gathered by mailing the student the questionnaire, a letter explaining the importance of the information, and a stamped self-addressed envelope to use to return the questionnaire. After a period of two weeks, a post card reminder was sent to the graduates who had failed to respond. One week later a second letter with all enclosures was sent to those who did not respond to the post card. (This system resulted in a 70% return for Spring Valley High School.)

After the information was gathered, it was compiled and put into a manageable form by computerization.

Upon completion of the follow-up, the Career Education staff, Guidance Department, Vocational wing, and the Administration will assess the data and make any changed that are deemed appropriate. These changes may be in the area of curriculum, activities, school policies, etc.

APPENDIX P

CAREER EDUCATION MATERIALS

Reports and Guides

1. Quarterly Report Number One, July 1, 1973 - September 30, 1973
2. Quarterly Report Number Two, October 1, 1973 - December 31, 1973
3. Quarterly Report Number Three, January 1, 1974 - March 31, 1974
4. Interim Report First Year, July 1, 1973 - June 30, 1974
5. Quarterly Report Number Five, July 1, 1974 - September 30, 1974
6. Quarterly Report Number Six, October 1, 1974 - December 31, 1974
7. Quarterly Report Number Seven, January 1, 1975 - March 31, 1975
8. Interim Report Second Year, July 1, 1974 - June 30, 1975
9. Quarterly Report Number Nine, July 1, 1975 - September 30, 1975
10. Quarterly Report Number Ten, October 1, 1975 - December 31, 1975
11. Quarterly Report Number Eleven, January 1, 1976 - March 31, 1976
12. Final Report, July 1, 1973 - June 30, 1976
13. Community Resources Guide, Vol. I
14. Community Resources Guide, Vol. II
15. Instructional Ideas Guide
16. A Little Something From Career Education - Classroom Ideas
17. Warm Fuzzies - Ideas From the Instructional Innovations Seminar
18. Economic Education in Your Classroom
19. Community Resources - Why, When, What, Who, Where, and How

Brochures and Forms

1. U.S. Office of Education Project Abstract
2. Project Brochure
3. Planning Guide for Elementary Schools
4. Planning Guide for Secondary Schools
5. Resource Request Form
6. Resource Request Form - Justification Section
7. Staff Assistant's Response Form
8. Career Education in School District Two - Dissemination Packet